

Victoria Independent School District

Torres Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Torres elementary will provide a successful learning environment for all students by creating a safe and nurturing community that models respect, high academic expectations, and a desire for lifelong achievement.

Vision

Our vision is to:

- Promote success for all learners
- Provide an environment that allows students to succeed
- Provide the resources and materials that enable student success
- Plan and provide individual achievement of all students
- Employ and retain personnel that are responsive to student's needs
- Provide opportunities for a partnership with parents and the school
- Promote the accomplishments of the school through involvement of parents, community, staff, and student

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Torres Elementary is made up of predominately Hispanic students (76%), followed by Caucasian (15%), African-American (8%), and other ethnicities (2%). In the 2017-2018 school year, Torres had 176 students labeled at-risk which is 34% of our student population. Also we had 75 students (15%) crisis-coded due to Hurricane Harvey. Our neighborhood was also one of the last to receive electricity after the storm approximately 3 weeks post-Harvey. When school resumed, we still had students without power. In the 2017-2018 school year we had 98 homeless students (19%). Torres has a 94.8% attendance rate for the 2017-2018 school year.

Demographics Strengths

Of the students who were crisis-coded due to Harvey, 77% of them were coded as a 5C, which means that they were able to stay at their home campus, despite below parr living conditions. 82% of our 5th graders were coded economically disadvantaged. Of these students, 79% passed their first administration of STAAR math and 63% of them passed the reading STAAR on the first administration.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance rate for the 2017-2018 school year was 94.8%. **Root Cause:** 11.8% of our students have been absent 10% or more of the school year.

Student Academic Achievement

Student Academic Achievement Summary

Torres earned exceeded all indexes on the 2017 accountability system with distinction designations in Achievement in Science and Closing the Performance Gap. At the EOY we had 63.2% of our PK-5th students on Tier I in ISIP. By the EOY we had 76.7% of students scoring a 2+ on their monthly writing prompt (K-5th). We had only 49% of our 3rd-5th graders pass at least 30 lessons on Imagine Math; however, due to Hurricane Harvey, we had at least 6 weeks with no computer lab. We had 72% of our 3rd-5th grade students pass the 2018 Reading STAAR, with 59% of 4th-5th making at least a year's progress on the 2018 Reading STAAR. We had 72% of 3rd-5th students pass the math 2018 STAAR, with 57% of 4th-5th making at least a year's progress on the math 2018 STAAR. We had 49% of 4th graders meet standard on the 2018 Writing STAAR, with 55% of our 4th graders scoring a 4 or higher on the writing prompt. 61% of our 5th graders met expectation on the 2018 Science STAAR.

Student Academic Achievement Strengths

We exceeded all four indexes under the old accountability system with students achievement at 80, when the target was 60. Our post-secondary readiness was triple the target score (36 instead of 12). Having 76.7% of our students scoring a 2+ on the EOY writing prompt is a subjective strength.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: We had 28% of 3rd-5th students not meet passing standard on the math 2018 STAAR, with only 30.1% at Meets or Masters. **Root Cause:** There's research-based evidence to support that if students can pass 30 lessons on Imagine Math, that they can pass the math STAAR. We only had 49% of our 3rd-5th pass at least 30 lessons on Imagine Math.

Problem Statement 2: We had 41% of our 4th-5th grade students not make at least a year's progress on the 2018 Reading STAAR, with only 30.7% of 3rd-5th graders at Meets or Masters. **Root Cause:** Although small group instruction is done daily, it's not truly differentiated.

Problem Statement 3: We had 51% of 4th graders not meet passing standard on the 2018 Writing STAAR, with 45% of them making less than a 4 on the written composition. **Root Cause:** Students are not consistently held accountable for writing with correct grammar, punctuation and content

Problem Statement 4: We had 39% of our 5th graders not meet expectations on the 2018 Science STAAR. **Root Cause:** Students are not receiving enough hands-on science lessons to apply knowledge at the level test on Science STAAR.

School Processes & Programs

School Processes & Programs Summary

Torres does alot to train personnel and retain them. Each week, each grade level meets with admin team in block to conduct PLC's, RtI, PD as needed. At faculty meetings, we try to incorporate the PD we're asking teachers to use in the classroom, such as Nearpod, Kagan, etc. We offer many programs at Torres such as EAFK, Reflex math, Formative Loop, Watch DOGS, Nearpod, Seesaw, Kagan. We've incorporated a lot of technology this year and bought many more devices to help increase student engagement, as we have many students that are repeat offenders to the office for disruption of school activity and persistent misbehavior.

School Processes & Programs Strengths

We have many programs in place to help increase student engagement and support their emotional needs:

EAFK

Ripple Effects

Nearpod

SeeSaw

Class Dojo

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Approximately 42% of Torres students receiving referrals has excessive referrals (4+) in the 2017-2018 school year. **Root Cause:** The students who have received excessive referrals lack social/self-monitoring skills and relationships and are often disengaged in class.

Perceptions

Perceptions Summary

Torres is a school that values family. Our families feel this as they enter our building. We do alot to stay in contact with our families: Facebook, Remind, Class Dojo, newsletters, etc. We believe it's important to have parents that are involved in their child's school. We offer volunteer activities, family nights, and try to get our dads involved through Watch DOGS.

Perceptions Strengths

Families know they are valued at Torres. They know that we see them as partners in their child's education.

Comprehensive Needs Assessment Data Documentation

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

Annual Goals

Annual Goal 1: We will have an increase of 5% in students at Meets or above on the 2019 Reading STAAR in 3rd-5th grade.

Quarterly Goal 1: 60% of 3rd-5th graders will show growth from September to October in I-Station.

Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: 65% of 3rd-5th graders will show growth from November to December in I-Station.

Quarterly Goal 3: 70% of 3rd-5th graders will show growth from February to March in I-Station

Quarterly Goal 4: We will have an increase of 5% in students at Meets or above on the 2019 Reading STAAR in 3rd-5th grade.

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 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) 3 reading interventionists will be hired to go into classrooms during small group instruction and double the number of students receiving small group instruction at one time.</p>	2.4, 2.5, 2.6	Principal/IC/Interventionist/Teachers	By doubling the number of students receiving small group instruction in the classroom daily, we can bridge more student gaps and increase reading abilities	✓			
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - 33405.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>2) Teachers, IC's, and administrators will study data in block for grouping students by level/skills needed</p>	2.4, 2.6	Teachers, IC's, and administrators	By identifying students' weaknesses, we can group students to provide more targeted small group instruction and increase reading abilities	✓			
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 56412.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5</p> <p>3) Staff will be trained on how to differentiate workplaces in their classrooms, so they can effectively manage differentiated small group reading instruction with little interruptions.</p>	2.4, 2.5, 2.6	IC's, principal, teachers	By providing small group instruction daily for students in reading, we will bridge students' gaps and increase the number of students on Tier I in ISIP.				
Problem Statements: Student Academic Achievement 2							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>4) Create RtI tubs for each classroom teacher to streamline data collection, progress monitoring, etc.</p>	2.4, 2.5, 2.6	Admin/IC/Teachers	If we have a more streamlined system to organize RtI materials, we can better track student progress and provide more targeted interventions.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 500.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: We had 28% of 3rd-5th students not meet passing standard on the math 2018 STAAR, with only 30.1% at Meets or Masters. Root Cause 1: There's research-based evidence to support that if students can pass 30 lessons on Imagine Math, that they can pass the math STAAR. We only had 49% of our 3rd-5th pass at least 30 lessons on Imagine Math.</p>
<p>Problem Statement 2: We had 41% of our 4th-5th grade students not make at least a year's progress on the 2018 Reading STAAR, with only 30.7% of 3rd-5th graders at Meets or Masters. Root Cause 2: Although small group instruction is done daily, it's not truly differentiated.</p>

Annual Goal 2: We will have 65% of our Pk-2nd graders on Tier I of I-Station by the end of the 2018-2019 school-year.

Quarterly Goal 1: We will have 40% of our Pk-2nd graders on Tier I of I-Station by the end of the first nine weeks.

Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: We will have 50% of our Pk-2nd graders on Tier I of I-Station by the end of the second nine weeks.





Quarterly Goal 3: We will have 60% of our Pk-2nd graders on Tier I of I-Station by the end of the third nine weeks.

Quarterly Goal 4: We will have 65% of our Pk-2nd graders on Tier I of I-Station by 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
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) 3 reading interventionists will be hired to go into classrooms during small group instruction and double the number of students receiving small group instruction at one time.</p>	2.4, 2.5, 2.6	Principal/IC/Interventionist/Teachers	By doubling the number of students receiving small group instruction in the classroom daily, we can bridge more student gaps and increase reading abilities				
Funding Sources: 211 - Title I, Part A - 33405.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>2) Teachers, IC's, and administrators will study data in block for grouping students by level/skills needed</p>	2.4, 2.6	Teachers, IC's, and administrators	By identifying students' weaknesses, we can group students to provide more targeted small group instruction and increase reading abilities				
Funding Sources: 211 - Title I, Part A - 56412.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5</p> <p>3) Staff will be trained on how to differentiate workplaces in their classrooms, so they can effectively manage differentiated small group reading instruction with little interruptions.</p>	2.4, 2.5, 2.6	IC's, principal, teachers	By providing small group instruction daily for students in reading, we will bridge students' gaps and increase the number of students on Tier I in ISIP.	✓			
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Annual Goal 3: We will have an increase of 5% in students at Meets or above on the 2019 Math STAAR in 3rd-5th grade.

Quarterly Goal 1: 60% of our 3rd-5th graders will complete at least 10 lessons on Imagine Math by the end of the first nine weeks.




Quarterly Review 1: Some progress made toward meeting Quarterly Goal

Quarterly Goal 2: 60% of our 3rd-5th graders will complete at least 20 lessons on Imagine Math by the end of the second nine weeks.

Quarterly Goal 3: 60% of our 3rd-5th graders will complete at least 30 lessons on Imagine Math by the end of the third nine weeks.

Quarterly Goal 4: We will have an increase of 5% in students at Meets or above on the 2019 Math STAAR in 3rd-5th grade.

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 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) Work with math consultant to implement Bridges resources, such as Number Corner and Work Places quarterly</p>		IC, principal, teachers	High quality professional development and support for teachers as they begin implementing small group math instruction will allow teachers to gain confidence and bridge more student gaps than with whole group alone.				
Funding Sources: 211 - Title I, Part A - 9000.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>2) Hire an extension teacher to make connections between art and math</p>	2.4, 2.5, 2.6	Principal, extension teacher	Our extension teacher will extend the math curriculum into an art classroom to push application of math concepts				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 28152.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>3) Purchase site licenses to Reflex Math and Formative Loop to build automaticity of facts and basic math skills for 1st-5th</p>	2.4, 2.5, 2.6	Principal, IC's, teachers, math interventionists	By building automaticity of basic facts and math skills, we will increase students' overall abilities in math.				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 7000.00							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>4) Hire a math intervention para to pull Formative Loop data daily and do interventions with students who are listed as "needs intervention" on FL, in order to increase automaticity.</p>	2.4, 2.5, 2.6	Principal, IC's, math interventionist	Students will be pulled daily from PE time. This will increase students' automaticity, and therefore increase overall math performance				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - 19883.00</p>							
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 1: We had 28% of 3rd-5th students not meet passing standard on the math 2018 STAAR, with only 30.1% at Meets or Masters. Root Cause 1: There's research-based evidence to support that if students can pass 30 lessons on Imagine Math, that they can pass the math STAAR. We only had 49% of our 3rd-5th pass at least 30 lessons on Imagine Math.</p>

Annual Goal 4: We will have an increase of 10% of our 4th grade students making at least a 4 on the written composition of the 2019 Writing STAAR.

Quarterly Goal 1: 40% of our K-5th grade students will score at least a 4 on the October monthly writing prompt.










Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: 45% of our K-5th grade students will score at least a 4 on the December monthly writing prompt.

Quarterly Goal 3: 50% of our K-5th grade students will score at least a 4 on the February monthly writing prompt.

Quarterly Goal 4: We will have an increase of 10% of our 4th grade students making at least a 4 on the written composition of the 2019 Writing STAAR.

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 3 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4</p> <p>1) Our fourth grade students will mentor our first grade students on their writing quarterly.</p>	2.4, 2.6	4th and 1st grade teachers, IC's	Not only will the mentorship increase our 1st graders' writing abilities, but it will also increase our 4th graders abilities and confidence in writing. This also supports or EL students, as they have multiple opportunities to use academic language with their peers.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>2) Beginning in October 1st-5th grade (and kinder will start in January) teachers will conference with students monthly on their writing.</p>	2.4, 2.6	IC, administrators, and teachers	Students' writing abilities will increase as their individual needs are met.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>3) We will have Writing Academy training on campus in Fall of 2018 for Revising, Editing, and writing expository prompts for some of our 3rd grade and all of our 4th grade students.</p>	2.4, 2.5, 2.6	Administrators, IC, 4th Grade Teachers	By holding these 3 days of Writing Academy Camps, our students will become more effective writers and improve their revising, editing and composing skills.				
Funding Sources: 211 - Title I, Part A - 6000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Annual Goal 5: We will decrease the percentage of students on our 10% attendance list down to 11% of our student population.

Quarterly Goal 1: We will not exceed more than 25% of our student population on the 10% attendance list for the first quarter.



Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: We will not exceed more than 20% of our student population on the 10% attendance list.

Quarterly Goal 3: We will not exceed more than 15% of our student population on the 10% attendance list.

Quarterly Goal 4: We will decrease the percentage of students on our 10% attendance list down to 11% of our student population.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4</p> <p>1) Beginning in September 2018, we will implement a school-wide weekly drawing for students who have perfect attendance and no tardies for the week. Students might earn coupons, treasure chest, etc.</p>	2.4, 2.5, 2.6	Sheila Canales, parent liaison	Increase number of students arriving to school on-time				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 250.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>2) Beginning in September we will have HOT's Parties monthly to celebrate the students who made it to school on-time every day each month.</p>	2.4, 2.6	Sheila Canales, parent liaison	Increase number of students arriving to school on-time				
<p>Funding Sources: 211 - Title I, Part A - 11522.00</p>							

Critical Success Factors CSF 3 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7 3) At our Fall Title I Meeting, we will share with parents the importance of attendance and our attendance incentives with parental involvement policy and give information about upcoming parent nights and ways to be involved.	3.1, 3.2	Admin/IC/PL	Improve student attendance and parent engagement through out the year.				
	Problem Statements: School Processes & Programs 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: Our attendance rate for the 2017-2018 school year was 94.8%. Root Cause 1: 11.8% of our students have been absent 10% or more of the school year.
School Processes & Programs
Problem Statement 1: Approximately 42% of Torres students receiving referrals has excessive referrals (4+) in the 2017-2018 school year. Root Cause 1: The students who have received excessive referrals lack social/self-monitoring skills and relationships and are often disengaged in class.

Annual Goal 6: We will decrease the number of students with excessive (5+) office referrals to only 40% of students receiving office referrals.

Quarterly Goal 1: We will decrease the number of students with excessive (5+) office referrals to only 55% of students receiving office referrals.



Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: We will decrease the number of students with excessive (5+) office referrals to only 50% of students receiving office referrals.

Quarterly Goal 3: We will decrease the number of students with excessive (5+) office referrals to only 45% of students receiving office referrals.

Quarterly Goal 4: We will decrease the number of students with excessive (5+) office referrals to only 40% of students receiving office referrals.

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 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4</p> <p>1) Ripple Effects used by counselor and AP to address student needs with behavioral/emotional concerns</p>	2.5, 2.6	Counselor and AP	Decrease number of referrals by addressing student's behavioral/emotional needs				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>2) Torres will purchase various forms of alternative seating to address needs of students with ADHD/Hyperactivity.</p>	2.4, 2.6	IC's/ Principal/ AP/ Teachers	If students are given the opportunity to meet their need for movement, it should decrease the number of referrals for persistent misbehavior/disruption of school activity.				
Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 1000.00							

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>3) Behavior plans will be created for students with persistent misbehavior that utilize incentives such as iPad use, Lego Robotics, X-Box Kinect, etc.</p>	2.4, 2.6	Teachers, AP, Counselor	By implementing behavior plans for students with persistent misbehavior, we should be able to decrease the number of students with excessive (5+) referrals.				
Problem Statements: School Processes & Programs 1							
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5 AIM 7</p> <p>4) Provide EAFK character development program for students to increase social skills and decrease referrals.</p>	2.6, 3.2	Counselor/teachers/admin	By increasing students' character, we will decrease the number of students with repetitive referrals.				
Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 1600.00, 199 - Local Funds - 3000.00							
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 5 AIM 6</p> <p>5) Begin book study with faculty on Teach Like a Pirate to increase student engagement</p>	2.6	Teachers/IC/Admin	If teachers create more engaging lessons, there will be fewer discipline issues.				
Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 150.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

School Processes & Programs	
Problem Statement 1: Approximately 42% of Torres students receiving referrals has excessive referrals (4+) in the 2017-2018 school year. Root Cause 1: The students who have received excessive referrals lack social/self-monitoring skills and relationships and are often disengaged in class.	

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
6	1	4	Knighting Ceremonies		\$3,000.00
Sub-Total					\$3,000.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	3 15-hour teachers		\$33,405.00
1	1	2	IC Needed		\$56,412.00
1	1	4	30 RtI Crates		\$500.00
2	1	1	3 15-hour teachers		\$33,405.00
2	1	2	IC Needed		\$56,412.00
3	1	1	Consultant- Garland Linkenhoger for 6 days throughout year		\$9,000.00
3	1	2	20 hour extension teacher		\$28,152.00
3	1	3	Reflex and Formative Loop Site Liscences		\$7,000.00
3	1	4	Math Interventionist Para		\$19,883.00
4	1	3	Funds for 3 days of Writing Academy Camps		\$6,000.00
5	1	1	Incentives		\$250.00
5	1	2	Parent Liaison		\$11,522.00
6	1	2	\$1,000		\$1,000.00
6	1	4	Teacher Training for EAFK		\$150.00
6	1	4	EAFK Curriculum Renewal		\$750.00
6	1	4	Medallions		\$700.00
6	1	5	6 Teach Like a Pirate Books		\$150.00
Sub-Total					\$264,691.00
Grand Total					\$267,691.00