

122-Diamond Hill ES

Marlyn Martinez

Xavier Sanchez

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 122-Diamond Hill ES

Principal: Marlyn Martinez

Executive Director: Xavier Sanchez

## State Accountability Status

**Met Standard**

### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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### Campus Mission/Vision Statement

*Mission- To prepare students for life long learning as responsible, caring and productive citizens.*

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

**YES** the Fort Worth ISD School Board;

**YES** the Texas Education Code;

**YES** Title I, Part A; and

**YES** Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

## 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	67
Domain 2: <b>School Progress</b>	74
Domain 3: <b>Closing The Gaps</b>	73

## SBDM Members

Name	Role
Courtney Haveman	Dist Emp Relations Council Rep
Denisse Aguilar Coronado	Teacher
Jose Carranza	Teacher
Diana Barron	Teacher
Nancy Garcia	Dist Emp Relations Council Rep
Daisy Sancen-Salinas	Additional Appointed Rep
Hilda Herrera	Additional Appointed Rep
Sarah Avakian	Teacher
Presley Hatcher	Community Rep
Marlyn Martinez	Additional Appointed Rep
Tracey Davis	Community Rep
Hilda Hernandez	Parent
	Select
	Select
	Select
	Select
	Select
	Select

## Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

# Comprehensive Needs Assessment Summary

## Comprehensive Needs Assessment Summary for 2018-2019

<b>Campus:</b>	Diamond Hill Elementary					
<b>Principal:</b>	Marlyn Martinez					
<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds will be used?	
Demographics	1	All dual language approved students and ESL students are being serviced by a certified bilingual teacher and monitored by the LPAC committee.	1	The dyslexia student population is increasing.	1	Alignment of instructional expectations in all grade levels.
	2	All regular program students are serviced by a certified teacher and the RTI program/committee.	2	Our population is highly economically disadvantaged and transient. A lot of social emotional needs.	2	Implement 21st century skills campuswide.
	3	All SPED and 504 students are receiving services from Mrs. Pios, Mrs. Gonzalez/TAs, Mrs. Elliott/Tas, and Mrs. Ryan	3	RTI meetings not consistent, no system to schedule meetings.	3	Early identification of individual needs of our students.

	4	All GT identified students are receiving services from Mrs. Tabler and a GT committee has met to identify students in 2017-2018.	4	RTI system seems to take too long to service students that are in dire need of assistance. We need a full time diagnostician to meet the needs of teachers and increasing Sped student population.	4	Increasing meaningful parent/family involvement.
	5	We have a full time dyslexia teacher.	5	We need another full time special education teacher instead of or in addition to a TA.		
	6		6			
Student Achievement	1	Students made progress across all grade levels in Achieve 3000. Teachers are showing fidelity in implementing the program.	1	SPED students are not making the necessary growth. Help SPED teachers be more equipped.		
	2	Lower grades made the greatest growth in Achieve 3000, which will potentially help them as they progress through the different grade levels.	2	RTI and ARD process and expectations need to be more clearly defined. Teachers need to implement and monitor all stages of the RTI process including student interventions at all levels.		
	3	Campus benchmark scores compared well to district benchmark scores.	3	Increase amount of content specific collaborations/vertical articulations & learning walks.		
	4	Consistent Achieve lessons have improved student growth.	4	Increase ongoing Achieve PLC follow-ups and set up better systems for making up Achieve for all students.		
	5		5			
	6		6			
School Culture and Climate	1	Literacy, Parent University, Security System	1	Updated technology in the classrooms, Bilingual resources, Math resources online. These items will promote student engagement, collaboration, and motivation.		

	2	RIF, AR, Reading Olympics, Scholastic Book Club, Paid Tutoring, PLTW, Running Club, Speed to Read	2	Quality counseling sessions for all students, students in need, additional support (Intervention Specialist) (Counseling support group)		
	3	Battle of the Books, Pictures with Santa, Pictures with Easter Bunny, Donuts for Dads, Chocolate Sales, New Real Garden, Grandparents Breakfast	3	Student incentives/events for Honor Roll, AR (Reading Program), Attendance (Every 6 Weeks), Healthier Breakfast.		
	4	Literacy (Speed to Read) is promoting literacy	4	Creating a committee that will build unity within our staff by organizing outings, mixers, and so forth.		
	5	Parent University	5	Campus Monitor		
	6	AR	6	Consistent reading strategies or implementation among grades.		
	7	Book Club	7	Additional learning walks.		
	8	PLTW	8	Technology 2 to 1 in classroom		
	9	Running Club/Sports	9			
	10	Reading for a Clause	10			
	11	Following Teaching Trust	11			
	12	Technology has increased, some teacher laptops and promethean boards replaced.	12			
	13	Online Math Resources	13			
	14	Student Initiatives	14			
	15	Schoolwide focus on Growth Mindset				
Staff Quality/ Professional Development	1	Graduation	1	Teacher led observation protocols		
	2	Teachers training teachers	2	Additional PD & follow up on PDs-ex PBIS, Problem Solving Model		

	3	Teachers are all certified in the subjects that they teach.	3	Training at the beginning of the year on the following: RTI, ARDs from district, writing, problem solving model in the lower grades, vertical alignment meetings and accomodations.		
	4	Teachers attended the state Literacy and Math training that the state offered.	4	Sharing ideas for Achieve		
	5	PLC's	5	Vertical aligned teams attend same trainings in order to be consistent.		
	6		6	Additional classroom management training. (Dealing with difficult students)		
	7		7	IEP's in a timely manner		
	8		8	504 paperwork innacurate		
Curriculum, Instruction, and Assessment	1	Achieve 3000 has been beneficial for overall assessment and immediate feedback.	1	The Achieve rigor is too high for BR level students. It creates frustration anxiety. (Smarty Ants program recommends that students at lower reading levels not begin Achieve 3000, however district mandates require participation in Achieve		
	2	Smarty Ants has been very beneficial for struggling readers to gain phonetic skill deficits.	2	Gaps in phonics instruction within curriculum		
	3	Team teaching has been very beneficial for implementing the curriculum. Being able to collaborate with other teachers is truly an asset.	3	Additional planning and alignment (TEK analysis)		

4	Implementation of PLTW is leading our students into using more vocabulary that is geared towards science, technology, math, and engineering. It is also affording our students the ability to use and apply these higher order skills throughout the entire curriculum	4	Implementing PLTW modules within the curriculum frameworks		
5	We have various technology resources. New programs (PLTW) are giving us more opportunities to expose our students to new technology and applications.		Working headphones, with microphones for all computers, listening centers for classrooms		
6	Administration is extremely supportive of teachers using their teaching abilities to focus on the objective(s) being taught to supplement the curriculum frameworks.		How to implement extra Achieve lesson		
7	Speed to Read for grades 1st - 5th	7	SPED students are not making the necessary growth.	7	
8	Achieve 3000/Smarty Ants	8	Data needs to be used to inform and plan curriculum at district level	8	
9	GT students are receiving services	9	Having teachers have input on the curriculum.	9	

	10	PLCs and opportunitis to discuss/plan for our students.	10	Assesments are not aligned with instruction	10	
	11	Data PLC's & Opportunities to look at student work.	11		11	
Family and Community Involvement	1	Parents are invited and encouraged to attend and participate in meetings to learn more about programs being offered such as PLTW.	1	Promote Ready Rosie as a Early Childhood resource available for parents. Encourage enrollment!	1	
	2	Community forums where parents are given the opportunity to voice their concerns/suggestions for campus decisions such as Safe Routes.	2	Workshops for parents to provide instruction on pedagogy - how to work with their child.		
	3	Community partnerships: LASKO, church partnerships, tennis shoe sponsorship, Essilor group (free glasses for students), Save a Smile, Reading for a Clause, Fort Worth Symphony Orchestra, Book Trust, REAL School	3	Campus Safety		
	4	Parent nutrition classes (Tamhara De La Rosa)	4	Garden upkeep - summer schedule		
	5	Parent University	5	Clean-Up days durning school year		
	6	Parent Liaison-Helping Hands Initiative	6	Playground safety, trashcans		
	7	PTA	7	Promote the use of technology at		

			8	Parent Awareness of technology-based academic programs		
School Context and Organization	1.	We are able to provide appropriate placement for all of our students (DLE & RP)	1.	Bridge, mixed, overflow classrooms continue to be a concern. The same group of students seem to be affected by the wave of bridge classroom make up.		
	2.	Departmentalization is used to capitalize on teacher content area mastery	2.	An abundance of families on affidavids with concerns (tardies, abs, etc.)		



	122-Diamond Hill ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	<b>TOTAL</b>
	\$ 37,385	\$ 7,104		\$ 2,108	\$ 446	\$ 2,662	\$ 181,603	231,308

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Budget Summary**

Principal: Marlyn Martinez

Leadership Director: Xavier Sanchez

**Summary by Fund Source**

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	0	0	0	0	0	0	129,829	\$ 129,829
Campus Needs - Student Achievement	0	0	0	0	0	0	20,000	\$ 20,000
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	0	0	0	0	0	0	7,920	\$ 7,920
<b>TOTAL</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 157,749	\$ 157,749
<b>Allocations</b>	<b>37,385</b>	<b>7,104</b>	<b>-</b>	<b>2,108</b>	<b>446</b>	<b>2,662</b>	<b>181,603</b>	231,308
<b>Percent Budgeted</b>	0%	0%	NA	0%	0%	0%	87%	68%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Student Outcome Goals Action Plan

Principal: Marlyn Martinez

Leadership Director: Xavier Sanchez

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level</b> - Student Outcome <b>Goal</b> and <b>Progress Measures</b> (Baseline-X, Target-Y, Deadline-Z)	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	42%	55%	EOY
	1.1 Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	27%	50%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	43%	70%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	66%	80%	EOY
	1.3 Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from			EOY

Title I Components	PBMAS	Alignment		Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	1,3,9	LEP	Implementation & Monitoring of Achieve 3000 (2 lessons per week at 75% or higher)	Teachers, Leadership Team	BOY-EOY	PLC	Title I	\$ 4,000.00	Achievement
2	1,3,9	LEP	Implementation & Monitoring of Smarty Ants	Teachers, Leadership Team	BOY-EOY	PLC			Achievement
3	1,3,7,9	LEP	Implementation & Monitoring of Pk Student Portfolios	Teachers, Leadership Team	BOY-EOY	PLC	Title I	\$ 500.00	Closing Gaps
4	1,3,9	LEP	PD & observations focused on SGGR (Using data to guide instructional practices)	Teachers, Leadership Team	October	PLC	Title I	\$ 3,500.00	Tchr/Staff Quality
5	1,3,9	LEP	PD & observations focused on SGGR for students with disabilities (Using data to guide instructional practices)	Teachers, Leadership Team	October	PLC	Title I	\$ 1,500.00	Tchr/Staff Quality
6	1,3,9	LEP	Teacher goal setting and conferencing w/ students regarding Lexile growth through log and ongoing journals	Teachers, Leadership Team	BOY-EOY	Faculty Mgt	Title I	\$ 1,000.00	Progress
7	1,3,4,9	LEP	Schoolwide AR participation	Teachers, Leadership Team	BOY-EOY	Faculty Mgt	Title I	\$ 6,000.00	Closing Gaps
8	1,3,4,9	LEP	Teacher Assistants to provide supplemental support for Tier 2 & Tier 3 students and provide support for Achieve computer lab lessons.	Teachers, Leadership Team, Teacher Assistants	BOY-EOY		Title I	\$ 52,000.00	Closing Gaps
9	1,3,9	LEP	Analyze campus data and study student work to identify areas in need of growth and gaps in student learning. Led by Data Leads and Data Analyst (Teacher Training and PLC supplies).	Teachers, Leadership Team	BOY-EOY	PLC	Title I	\$ 59,329.00	Achievement
10	1,2,3,9	LEP	Implementation & Monitoring of Neuhaus Program with New Coach Support (subs for teacher observations and pull-outs)	Teachers, Leadership Team	BOY-EOY	Pull-Out	Title I	\$ 2,000.00	Closing Gaps
11									



# 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Marlyn Martinez

# Student Outcome Goals Progress Monitoring

Leadership Director: Xavier Sanchez

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 42 to 55 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool				50%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				70%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Avg. Activities per Week FWISD standard 2 lessons	1-() Implementation & Monitoring of Achieve 3000 (2 lessons per week at 75% or higher)	Leadership Edition Rpts being analyzed. Teacher Lab schedule.	On Target			
2 Avg Usage per Week	2-() Implementation & Monitoring of Smarty Ants	Leadership Edition Rpts being analyzed. Teacher Lab schedule.	On Target			
3 Data Meeting Analysis Action Plan	3-() Implementation & Monitoring of Pk Student Portfolios	Data Meeting Portfolio Analysis Agenda	On Target			
4 Student movement/growth w/in Tier groups	4-() PD focused on SGGR (Using data to guide instructional practices)	PLC Agendas will be provided	On Target			PD end of October
5 Student growth data	5-() PD focused on SGGR for students with disabilities (Using data to guide instructional practices)	PLC Agendas will be provided	On Target			PD end of October
6 Student reading data will increase.	6-() Teacher goal setting and conferencing w/ students regarding Lexile growth through log and ongoing journals	Walkthrough feedback will sight occurrences	On Target			
7 Monthly data progress reports will reflect	7-() Schoolwide AR participation	Usage reports/Circulation Rpt.	On Target			
8 Achieve data and RTI logs will reflect an	8-() Teacher Assistant to provide supplemental support for Tier 2 & Tier 3 students and provide support for Achieve computer lab lessons.	Lab Assistant schedule & progress monitoring notes.	On Target			
9 Achieve data and RTI logs will reflect an increase in student	9-() Analyze campus data and study student work to identify areas in need of growth and gaps in student learning. Led by Data Leads and Data Analyst (Teacher Training and PLC supplies).	Data meeting agendas and action plans as a result of.	On Target			
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# Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Marlyn Martinez

Campus Needs - Student Achievement Action Plan

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Goal 1	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase (at each level) by 5%.	74%	40%	16%	79%	45%	21%
	Goal 2							
	Goal 3							
Goal 4								

		Alignment		Expectations				Focus → Achievement &	
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	1,3,4,9	LEP	Ongoing PLCs pertaining to math and literacy best practices.	Content Coaches,	BOY-EOY	PLC	Title I	\$ 15,000.00	Tchr/Staff Quality
2	1,3,9	LEP	Schoolwide use of journals and strategies	Teachers	BOY-EOY	PLC	Title I	\$ 2,000.00	Progress
3	1,3,4,9	LEP	4th grade & other math teams participation in observations/PLCs and planning guided by Data Analyst & other mentor teachers.	4th Grade Teachers, Data Analyst	BOY-EOY	PLC	Title I	\$ 3,000.00	Tchr/Staff Quality
4	1,3,8,9	LEP	Utilize online tracking tool to monitor progress of math.	Teachers, Instructional Support, Data Analyst	BOY-EOY	PLC			Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Marlyn Martinez

Leadership Director: Xavier Sanchez

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase (at each level) by 5%.							

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Best practices will be evident in walkthroughs.	Ongoing PLCs pertaining to math best practices.	PLC Agendas will be provided	Not Started			
2 Journal use will be evident in walkthroughs. Math data will show progress.	Schoolwide use of journals and strategies	Walkthrough feedback will sight occurrences	On Target			
3 Best practices acquired will be evident in walkthroughs. Math data will show progress.	4th grade math team participation in observations/PLCs and planning guided by Data Analyst & other mentor teachers.	Walkthrough feedback will sight occurrences, PLC agendas and annotations.	On Target			
4 Online tracking tool will reflect increase in student progress.	Utilize online tracking tool to monitor progress of 4th grade math.	Data meeting agendas and completed online tool	On Target			
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Marlyn Martinez

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 94.7% to 97%.			95%	97%	EOY
	Goal 2						EOY
	Goal 3						EOY
	Goal 4						EOY

	Title I Components	PBMAS	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,3,4,9		Six Week Celebrations for students with perfect attendance	Teachers	BOY-EOY				Culture and Climate
2	1,3,4,9		Monitoring of student absence patterns and parent contact	Teachers, Attendance Committee	BOY-EOY				Progress
3	1,3,4,9		Implementation of Weekly/Monthly Attendance Incentive and Recognition	Teachers, Attendance Committee	BOY-EOY				Culture and Climate
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5									
6									
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10									
11									
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15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Marlyn Martinez

Leadership Director: Xavier Sanchez

Opportunity	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 94.7% to 97%.				97%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Track avg daily student attendance rate will increase	1-() Six Week Celebrations for students with perfect attendance	Focus Reports will show increase in student attendance rate.	On Target			
2						
3						
4 Track students with excessive absence patterns	2-() Monitoring of student absence patterns and parent contact	Parent contact logs and focus reports showing excessive absences.	On Target			
5 Avg daily student attendance rate will increase	3-() Implementation of Weekly Attendance Incentive and Recognition	Focus Reports weekly attendance per student	On Target			
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# Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Marlyn Martinez

Leadership Director: Xavier Sanchez

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Parent/family participation in at least 1 campus-based organization will increase from 10% to 30% parent/family participation.	10%	30%	May, 2018
	Goal 2	Health Related - (Target 95%) Percentage of all eligible students testing in FitnessGram each year will increase from 90% to 95%.	90%	95%	December, 2018
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	1,6	PTA promotion during all parent events led by parent liaison	PTA Members, Parent Liaison, Leadership Team	BOY-EOY		Title I	\$ 7,920.00	FAMILY
2	1,6	Incentive for classrooms with most PTA memberships	PTA Members, Parent Liaison, Teachers, Leadership	BOY-MOY (October)				FAMILY
3	1,6	Parent University classes offered	Lina Reyes, Parent Liaison, Leadership Team	Fall Semester				FAMILY
4	1,6,10	Monitoring of report cards sent home after Fitness Gram	Megan Larson	October-November				HEALTH
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Family/Community Engagement and Health Related Progress Monitoring**

**Principal: Marlyn Martinez**

**Leadership Director: Xavier Sanchez**

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	Parent/family participation in at least 1 campus-based organization will increase from 10% to 30% parent/family participation.				30%	
	Health Related - (Target 95%) Percentage of all eligible students testing in FitnessGram each year will increase from 90% to 95%.				95%	
					0%	
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
1 Tracking number of Memberships after each event	PTA promotion during all parent events led by Parent Liaison	Ongoing flyers & Membership totals	On Target			
2 Tracking total number of memberships per	Incentive for classrooms with most PTA memberships	Membership total per class	On Target			
3 Tracking Increase in PTA volunteers	Track the amount of PTA volunteers through our Voly system.	Voly Reports	On Target			
4 Parent/Student health awareness will increase	Monitoring of report cards sent home after Fitness Gram	Student Report Card Records	On Target			Testing has not started
5 Track Parent engagement and participation	Parent University classes offered	Weekly Attendance Logs	On Target			
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