

165-RJ Wilson ES

Angeles Gonzalez

Hilda Caballero

2018-19 Schoolwide Programs: Campus Improvement Plan

165-RJ Wilson ES

Principal: Angeles Gonzalez

Executive Director: Hilda Caballero

State Accountability Status

Met Standard

Campus Distinctions

Academic Achievement in Science

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

opportunities. *RJW Vision: To support a positive, welcoming environment for students*

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

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

the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

Select 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: Student Achievement	
Domain 2: School Progress	
Domain 3: Closing The Gaps	

SBDM Members

Name	Role
Nidia Escobar	Teacher
Kaley Aguirre	Teacher
Orimar Garcia	Teacher
Janet Welch	Teacher
Jaime Rojas	Campus Non-Tch Prof
Romeo Munguia	District-Level Staff
Mara Salazar	Parent
Esmeralda Salazar	Parent
Aracely Lopez	Parent
Robert Homan	Business Rep
Mike McGee	Business Rep
Dianne Capper	Community Rep
	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

Campus: RICHARD J. WILSON ELEMENTARY

Principal: ANGELES GONZALEZ

Data Sources Used Make a selection for each by choosing from the drop	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	Yes	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
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	94% of our student population is Hispanic, 1.9% are white, 2.4% AA, 2.7%other	1.	94% of our student population are economically disadvantaged	1.	Ensure that we are meeting all students' basic needs.
	2.	61.4% of our student population are in the bilingual program	2.	87% of our student population are considered at risk	2.	Deepening content knowledge of teachers.
	3.	All teachers have been documenting student interventions in the RTI system more consistently.	3.	Only 3.4% of our student population are identified GT	3.	Increase relationships between teacher, student, and parent.
Student Achievement	1.	5th grade Science performance on the STAAR test Spring 2017: 82.8% approaches, 51.7%meets, 16.1%masters	1.	Performance in Math and Reading unit assessments is low across the different grade levels.	4.	Increase parental awareness of community resources and academic strategies.
	2.	Students' lexile level has been improving according to Achieve 3000: 2nd - 5th grade.	2.	Only 50% of students in 2nd - 5th grade made the expected growth in Reading according to Achieve 3000 (100 pts in January)	5.	Increase partnerships with community organizations.

	3.	Pre-K & 1st grade students have made good gains since the beginning of school.	3.	30% of Kindergartent students have made the expected (.5) gains in Reading since the beginning of the school year.	6.	Demonstrate alignment of instructional expectations in all grades.
School Culture and Climate	1.	Teachers have developed behavior intervention plans for students exhibiting behavior problems and documented in Review 360.	1.	Attendance has been lower in Pre-K and Kindergarten throughout the year.		
	2.	Teachers in all grade levels are implementing Mindfulness in the classroom, which helps students self-monitor their behavior.	2.	We have no campus monitor this school year to help monitor school grounds. A monitor is especially needed to help monitor outside when classes are at recess.		
	3.	Most teachers are collaborating more as a grade level to ensure success for all students.	3.	Need more staff team building and teacher recognitions throughout the year.		
Staff Quality/ Professional Development	1.	Trainings provided: GT, Kagan,	1.	Implementation of PD provided not		
	2.	Teachers know students' data (track student growth) and are responsible for managing their data in online data sheets.	2.	Rigorous students engagement in all subject areas.		
	3.	Teachers' lesson plans are	3.	Teachers need effective Reading		
Curriculum, Instruction, and Assessment	1.	Data binders and visual data tracking system is being implemented in every classroom Pk-5th grade (for every student).	1.	Less students are being exited out of LEP status according to TELPAS: 2016-2017 (only 4 students)		
	2.	Teachers feel good about the formative assessments they use for Math.	2.	Alignment between the content being taught and the district Unit Assessment.		
			3.	All classrooms need to be aligned with		
Family and Community Involvement	1.	We have a great partnership with the Rotary Club, Read to Win, and Catholic Charities for parenting classes.	1.	We need more parent volunteers to get involved in helping our school.		

	2.	We are on our second year of Parent University (13 week annual program.)	2.	We need a community partnership to come mentor students.		
	3.	We have a Parent Liaison and a	3.	We need more family events and		
School Context and Organization	1.	Students are very well mannered for the most part. The teachers' managements plans seem to work.	1.	Grade level classrooms need to be assigned to be closer together in location.	1.	
	2.	We have a very active hospitality committee who is very cognicent of teachers and staff needs.	2.	Attendance taken at 9:40 is difficult for many teachers since they have to stop in the middle of a lesson to take attendance. Teachers need to know that they can go ahead and submit attendance earlier, ONLY if ALL students in their roster are present.		
	3.	Our school library is very inclusive (PK-5th). Reading is promoted and celebrated. Several extracurricular activities related to reading are provided at RJW.	3.	Many students arrive to school late, therefore, they do not get to eat breakfast.		

		165-RJ Wilson ES						
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
		\$ 33,823	\$ 6,216		\$ 1,962	\$ 151	\$ 1,259	\$ 162,090

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Angeles Gonzalez

Leadership Director: Hilda Caballero

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	9,000	0	0	1,962	151	1,259	68,010	\$ 80,382
Campus Needs - Student Achievement	24,823	6,216	0	0	0	0	73,000	\$ 104,039
Campus Needs	0	0	0	0	0	0	8,000	\$ 8,000
Parent/Family Engagement Health Related	0	0	0	0	0	0	13,000	\$ 13,000
TOTAL	\$ 33,823	\$ 6,216	\$ -	\$ 1,962	\$ 151	\$ 1,259	\$ 162,010	\$ 205,421
Allocations	33,823	6,216	-	1,962	151	1,259	162,090	205,501
Percent Budgeted	100%	100%	NA	100%	100%	100%	100%	100%

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

Principal: Angeles Gonzalez

Student Outcome Goals Action Plan

Leadership Director: Hilda Caballero

Fort Worth ISD Student Outcome Goal Alignment	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.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		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	32%	60%
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	49%	70%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	85%	90%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	50%	65%	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	6%	25%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	2	LEP	Student data will be tracked in data binders. Students will update binders bi monthly. Data will be shared at parent conferences.	Teachers	Monthly	PLC	Title I	\$ 5,000.00	Progress
2	1	LEP	A TEKS based assessment will be developed for all 1st-5th grade to be used at the end of each unit. It will be used for progress monitoring.	Administrators and Teachers	Monthly	Faculty Mgt/Vendor	Title I	\$ 4,010.00	Progress
3	2	LEP	Reading teachers will provide SGGR on a daily basis.	Teachers	Daily	PLC	Local	\$ 5,000.00	Progress
4	8	LEP	Kindergarten - 2nd grade students will master the High Frequency Word list with 90% accuracy by the end of the school year.	Teachers	Monthly	Faculty Mgt/Vendor	Local	\$ 1,000.00	Closing Gaps
5	7	LEP	PreK-Kinder will assess all basic concepts of print, letters, sounds, and comprehension during small groups.	Teachers	Daily	Faculty Mgt/PLC	Local	\$ 1,000.00	Closing Gaps
6	2	LEP	Higher order questioning will be implemented at all grade levels.	Teachers	Daily	PLC	GT	\$ 151.00	Closing Gaps
7	2	LEP	Technology- AR licenses will be purchased for all students in Reading	Librarian, Technology Representative and Administrators	Annually	Faculty Mgt	Title I	\$ 5,000.00	Achievement
8	2	LEP	A data tracking system will be utilized by all teachers in order for all to stay data-informed throughout the year.	Data Analyst	Monthly	Faculty Mgt	Title I	\$ 2,000.00	Achievement
9	2	SPED	Reading teachers will utilize LLI/SIL for SGGR interventions	Teachers	Daily	Faculty Mgt	Title I	\$ 5,000.00	Closing Gaps
10	1		Kinder-5th teachers will monitor reading levels using Fountas&Pinnell	Teachers	Bi-Monthly	PLC	SPED	\$ 1,259.00	Progress
11	4	LEP	Data Analyst will work closely with teachers in disaggregating data and planning for instruction.	Administrators and Teachers	Weekly	PLC	Title I	\$ 30,000.00	Closing Gaps

12	4	LEP	AP Intern will provide additional literacy support through coaching/mentoring for teachers	Administrators	Weekly	Faculty Mgt	Local	\$ 2,000.00	Progress
13	4	LEP	Teachers will attend Professional Development/Conferences for best practices on instruction for math, reading, writing, and school culture. Summer Conference such as Model Schools Conference or other related conference along with Teaching Trust	Teachers and Administrators	Annually	Pull-Out/ Vendor	Title I	\$ 15,000.00	Achievement
14	4	LEP	Administrators will attend PD to learn about best practices related to Literacy, school culture, and successful trends in education, i.e. Model Schools Conference, Teaching Trust and other.	Administrators	Annually	Pull-Out/ Vendor	Title I	\$ 2,000.00	Closing Gaps
15	2	LEP	Cooperative Learning Strategies that increase student engagement and build classroom relationships to improve academic achievement and social outcome.	Teachers	Daily	Faculty Mgt	Bilingual	\$ 1,962.00	Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Angeles Gonzalez

Student Outcome Goals Progress Monitoring

Leadership Director: Hilda Caballero

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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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 32 to 60 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	63.0%			70%	-7.0%
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading	85.0%			90%	-5.0%
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading	6.0%			25%	-19.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Data binders will be reviewed by Data meetings	1-() Student data will be tracked in data binders. Students will update binders bi monthly. Data will be shared at parent conferences.	90% of students in PK-3rd will track their data and be 100% of teachers will input their data in on a Google sheet in order to track gains and discuss at data meetings.				
2 Strive Walk-throughs	2-(Progress) A TEKS based assessment will be developed for all 1st-5th grade to be used at the end of each unit. It will be used for progress monitoring.	SGGR times will be posted on teachers' schedules.				
3 Data meetings and data binders	3-() Reading teachers will provide SGGR on a daily basis.	80% of students will make gains in their HFW/Data will be reviewed every six weeks to monitor progress.				
4 Strive Walk-throughs	4-() Kindergarten - 2nd grade students will master the High Frequency Word list with 90% accuracy by the end of the school year.	80% of pk-K students will make growth from BOY, MOY, and EOY data that is tracked through online google docs.				
5 Lesson plan reviews	5-() PreK-Kinder will assess all basic concepts of print, letters, sounds, and comprehension during small groups.	Higher order questions will be posted on teachers' lesson plans/70% of students will be engaged in HOT questions during walk through observations.				
6	6-() Higher order questioning will be implemented at all grade levels.					

7	classroom observations and PD implementation	15-() Cooperative Learning Strategies that increase student engagement and build classroom relationships to improve academic achievement and social outcome.	Teachers will list in lesson plans and implement in the classroom / 90% of students will be engaged during classroom observations.				
8	PD implementation during walk-throughs	13-() Teachers will attend Professional Development/Conferences for best practices on instruction for math, reading, writing, and school culture. Summer Conference such as Model Schools Conference or other related conference along with Teaching Trust	registration in formation to trainings				
9	PD during walk-throughs and PLCs	14-() Administrators will attend PD to learn about best practices related to Literacy, school culture, and successful trends in education, i.e. Model Schools Conference, Teaching Trust and other.	Teachers will present the information learned at a faculty meeting and implement what they learned.				
10	Data will be reviewed by Data Analyst	10-(Progress) Kinder-5th teachers will monitor reading levels using Fountas&Pinnell	85% of K-3rd graders will make gains in reading levels at BOY, MOY, and EOY.				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Angeles Gonzalez

Campus Needs - Student Achievement Action Plan

Leadership Director: Hilda Caballero

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	(Target Element) Math - Percent of students in tested grade levels performing at Meets or Masters Grade Level as measured by the STAAR standard in Math will increase from		72.00%	37.00%	18.00%	75.00%	40.00%	20.00%
Goal 2	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in Writing will increase from		43.00%	34.00%	3.00%	50.00%	40.00%	10.00%
Goal 3								
Goal 4								

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	2	LEP	Cooperative Learning Strategies that increase student engagement and build classroom relationships to improve academic achievement and social outcome	Teachers and Administrators	Daily	Faculty Mgt	Local	\$ 8,000.00	Closing Gaps
2	4	LEP	Teacher Leaders will attend Teaching Trust PD for best practices on culture and instructional planning for math, reading, and writing	Teachers and Administrators	Annually	Pull-Out/ Vendor	Title I	\$ 10,000.00	Tchr/Staff Quality
3	2	LEP	K-5th students will take basic math facts test every week and engage students in classroom contests to develop automaticity in math facts.	Teachers and Administrators	Weekly	PLC	Local	\$ 8,000.00	Closing Gaps
4	2	LEP	Small Group Guided Math/Concept interventions will take place in every K-5th math classroom to ensure success in math	Teachers and Administrators	Daily	Faculty Mgt	Title I	\$ 5,000.00	Progress
5	8	LEP	TEKs Based Unit Assessments (teacher-made) will be given to all K-5th grade students	Teachers and Administrators	Monthly	Pull-Out/ PLC	Title I	\$ 5,000.00	Closing Gaps
6	1	SPED	Provide students after school tutoring (Enrichment Academy)	Teachers and Administrators	Daily	After Sch	Title I	\$ 15,000.00	Progress
7	2	LEP	STAAR Practice Material will be purchased for Grades 3-5	Administrators	Annually	Pull-Out/ Vendor	Local	\$ 8,823.00	Closing Gaps
8	4	LEP	Data Analyst will provide additional math support through coaching/mentoring for teachers	Administrators	Weekly	Pull-Out/ PLC	Title I	\$ 30,000.00	Tchr/Staff Quality
9	2	LEP	Writing will be focused on across all subjects. Holding K-5 students accountable for using the correct sentence structure. PreK students work on improving writing development at all centers.	Teachers and Administrators	Daily	PLC	SCE	\$ 6,216.00	Closing Gaps
10	4	LEP	Assess writing through one-on-one student teacher conferences every 3 weeks	Teachers and Administrators	Bi-Weekly	PLC	Title I	\$ 8,000.00	Closing Gaps
11									

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Angeles Gonzalez

Leadership Director: Hilda Caballero

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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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
	(Target Element) Math - Percent of students in tested grade levels performing at Meets or Masters Grade Level as measured by the STAAR standard in Math will increase from	72.00%	37.00%	18.00%	75.00%	40.00%	20.00%
(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in Writing will increase from	43.00%	34.00%	3.00%	50.00%	40.00%	10.00%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Lesson plan reviews - engaging activities and walk-throughs	Cooperative Learning Strategies that increase student engagement and build classroom relationships to improve academic achievement and social outcome.	90% of students will be fully engaged in cooperative learning during classroom observations.				
2 weekly review of assessment results (BOY November data is using the STAR-Math results since we didn't give a benchmark at this time). No true correlation.	K-3rd students will take basic math facts test every week and engage students in classroom contests to develop automaticity in math facts. Students will chart results.	70% of students will show automaticity in basic Math facts.				
3 Observations during walk-throughs	Small Group Guided Math/Concept Interventions will take place in every K-3rd math classroom to ensure success in math.	SGGM time will be posted on Teachers' schedules.				

4	PLC meetings and Data meetings	TEKs Based Unit Assessments (teacher-made) will be given to all K-3rd grade students	100% of teachers will input their data on a Google sheet in order to track gains and discuss at data meetings.				
5	Tutoring schedule and weekly progress report from teachers	Provide students after school tutoring (Enrichment Academy)	Students in tutoring will maintain 95% attendance and plans will be monitored on a weekly basis.				
6	Writing folder reviews and PLCs	Writing will be focused on across all subjects. Holding K-5 students accountable for using the correct sentence structure. PreK students work on improving writing development at all centers.	70% of students will show growth in their writing after every Writing folder review, per grade level.				
7	Writing folder reviews and walk-through observations	Assess writing through one-on-one student teacher conferences every 3 weeks.	There will be evidence of teachers conferencing with students during scheduled Writing folder review. Conferencing documentation will be in folders.				
8	Teaching Trust Coordinators review instructional calendars and give feedback	Teacher Leaders will attend Teaching Trust PD for best practices on culture and instructional planning for math, reading, and writing	Teachers turn in instructional calendars along with their lesson plans in order to ensure effective daily lessons for targeted grades				
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Angeles Gonzalez

Leadership Director: Hilda Caballero

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	Student TELPAS Reading levels will increase from 2017-2018 school year by 20% in Advanced / Advanced High in grades 3-5.			50%	70%	EOY
	Goal 2	Student TELPAS writing levels will increase from 2017-2018 school year by 20% in Advanced / Advanced High in grades 3-5.			48%	68%	EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMA	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	2	LEP	Teachers will assess student English language skills 3 times prior to TELPAS Administration in the Spring to determine growth using the TELPAS scoring rubric.	Teachers and Administrator	bi-monthly	Faculty Mgt	Title I	\$ 3,000.00	Progress
2	2	LEP	Teachers will engage students in engaging and cooperative learning activities to promote student use of the English Academic language and vocabulary development (ie. Readers' Theater during Reading, use of sentence stems, etc...)	Teachers and Administrator	Daily	Pull-Out/ PLC	Title I	\$ 5,000.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

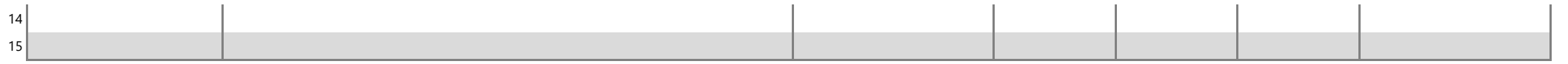
Principal: Angeles Gonzalez

Leadership Director: Hilda Caballero

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Student TELPAS Reading levels will increase from 2017-2018 school year by 20% in Advanced / Advanced High in grades 3-5.	50.0%	70.0%		70%	0.0%
	Student TELPAS writing levels will increase from 2017-2018 school year by 20% in Advanced / Advanced High in grades 3-5.	48.0%	68.0%		68%	0.0%
					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	Data meetings 1-(Progress) Teachers will assess student English language skills 3 times prior to TELPAS Administration in the Spring to determine growth using the TELPAS scoring rubric.	100% of Teachers with ELL students will input their students' data in the google drive sheet in order to track growth in English Language skills.	On Target			
2	Implementation of ELPS training. 2-(Achievement) Teachers will engage students in engaging and cooperative learning activities to promote student use of the English Academic language and vocabulary development (ie. Readers' Theater during Reading, use of sentence stems, etc...)	90% of teachers will implement ELPS strategies during their instruction as evidenced during walk-throughs.	Below 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: Angeles Gonzalez

Leadership Director: Hilda Caballero

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	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL		(BOY)		
	Goal 1	Increase student attendance at least by 1% from previous school year.	96%	97%	
	Goal 2	Increase parent / family attendance at PTO meetings by 20%	10%		
	Goal 3 (Optional)				
	Goal 4 (Optional)				

Title I Component	PBMAS	Alignment		Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	6	LEP	A variety of family events will take place to help keep parents involved in the education of their children: Family Game Night/ Art Activity night, Science Night, Literacy Day, etc...	Administrators	bi-monthly	After Sch	Title I	\$ 10,000.00	FAMILY
2	6	LEP	Daministrator and counselor conduct home visits to improve attendance.	Administrators	weekly	After Sch	Title I	\$ 3,000.00	HEALTH
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