

2018-19 Schoolwide Programs: Campus Improvement Plan

105-West Handley ES

Principal:

Executive Director:

Priscila Dilley

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

Mission - Provide innovative instruction through a system of core values that meets the needs of all students to positively influence the community.

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: Student Achievement	51
Domain 2: School Progress	79
Domain 3: Closing The Gaps	71

SBDM Members

Name	Role
Julie Moynihan	Select
Brenda Ayala	Teacher
Jessica Gore	Teacher
Sarah Russell	Teacher
Sarah Williams	Teacher
Veronica Acosta	Parent
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
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	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: West Handley Elementary

Principal: Julie Moynihan

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	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	
Demographics	1.	Mobility rate decreased from 33.3% in 2015 to 26.8% in 2016	1.	Attendance rate remains low at 94%.	1. Improve reading proficiency across grade levels. 2. Demonstrate alignment in instruction throughout the campus in all content areas. 3. Improve data processes and teacher collaboration campuswide. 4. Increase parent awareness to support students academic and social emotional needs. 5. 6. 7.	
			2.	Student high tardy and early dismissal rates impacts the start and		
Student Achievement	1.	5th grade STAAR achievement improved by 12% in reading, 4% in math, and 3% in science in 2016.	1.	3rd grade STAAR achievement decreased significantly by 21% in reading and 41% in math in 2016.		
School Culture and Climate	1.	Circles and restorative practices implemented campuswide to build relationships in classrooms between students and teachers.	1.	Over 75% of students have experienced high level of trauma resulting in students with limited executive function/social emotional skills.		

	2. 100% of those surveyed strongly agree or agree that morale at the school has improved this year.	2. Parents have not been included in social emotional awareness system.	8.
	3. Tribes and academic pep rallies introduced as a way to celebrate student success and		9.
Staff Quality/ Professional Development	1. Quality literacy training in grades K-2 with implementation of Neuhaus	1. Limited literacy PD for grades 3-5.	10.
	2. Partnership with Teaching Trust.	2. Have not focused on math or science PD.	
	3. Empowering Writers training for 4th grade teachers.	3. Tailored professional development based on individual teacher need.	
Curriculum, Instruction, and Assessment	1. Weekly feedback to teachers on lesson and assessment alignment	1. Lack of consistency in quality of lesson and assessment alignment	
	2. Weekly Quick Checks in grades 3-5 provides regular data toward student mastery	2. Lack of quality interim assessments.	
	3. Instructional planning calendars designed.		
Family and Community Involvement	1. Parent University and Parenting Center parenting classes.	1. Parent engagement and participation is low.	
	2. Added partnership with local church to double Read2Win mentors.		
School Context and Organization	1. Data meetings refined and meeting once a week in grades 3-5.	1. Too much time between PLC sessions leading to rushed work and limited collaboration.	
	2. After school planning PLCs every six weeks.		

		105-West Handley ES						
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	(Basic Allotment)							
	\$ 30,199	\$ 5,220		\$ 1,268	\$ 216	\$ 1,648	\$ 141,851	180,402

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal:

Leadership Director:

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	2,000	1,220	0	0	0	0	63,500	\$ 66,720
Campus Needs - Student Achievement	6,000	2,000	0	1,268	216	0	61,101	\$ 70,585
Campus Needs	17,699	2,000	0	0	0	1,648	1,500	\$ 22,847
Parent/Family Engagement Health Related	4,500	0	0	0	0	0	15,750	\$ 20,250
TOTAL	\$ 30,199	\$ 5,220	\$ -	\$ 1,268	\$ 216	\$ 1,648	\$ 141,851	\$ 180,402
Allocations	30,199	5,220	-	1,268	216	1,648	141,851	180,402
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							2,500
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal:

Leadership Director:

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			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	78%	90%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	80%	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	80%	90%	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	50%	70%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Hire computer lab assistant and create computer lab schedule for PK-2 lessons on Smarty Ants.	Assistant Principal, Computer Lab Assistant	BOY		Title I	\$ 25,000.00	
2	1, 3	Data analyst and coaches to monitor weekly lessons on Achieve 3000 and the 75% on two articles expectations.	Data analyst, Coaches	Ongoing				
3	1, 3	Data analyst and coaches to monitor completion of at least two lessons weekly on Smarty Ants	Data analyst, Coaches	Ongoing				
4	1, 9	Data analyst and coaches monitor F&P reading levels at the BOY, MOY, and EOY to measure expected growth	Data analyst, Coaches	Ongoing		Title I	\$ 4,000.00	
5	1, 9	Utilize Reading Interventionist, LLI and SIL tutors to pull out below level students four days a week	Reading Interventionist, LLI/SIL Tutors	Ongoing		Title I	\$ 30,000.00	
6	1, 9	Reading mentors through Read2Win (1st grade & 2nd grade DLE) and 100x25 partnerships to work with students experiencing difficulty.	Librarian	Weekly				
7	1,3,4	LEP Instructional coaches to provide ongoing support and professional development to teachers and students to improve students outcomes.	Instructional coaches	Ongoing		Other		
8	1,9	Neuhaus Education Center professional development year 2 training for all teachers in grades K-2 to improve best practices for reading instruction.	K-2 Teachers, District trainers, Coaches	Ongoing		Pull-Out/ Vendor		

9	1,3	Purchase library books to update outdated library and provide access to students to literature outside of instruction	Librarian	November		Title I	\$4,500	
10	1,3	Leveled library books for SGGR	Coach, teachers	Ongoing		Local	\$ 2,000.00	
11	1,3	Enrichment activities through field trips to make connections to classroom instruction	Teachers	Ongoing		SCE	\$ 1,220.00	
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal:

Leadership Director:

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 0 to 0 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				90%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				90%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				70%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Classroom schedule created and Smarty Ants Usage reports will reflect two lessons per week	1-() Hire computer lab assistant and create computer lab schedule for PK-2 lessons on Smarty Ants.	Reports will indicate that 100% of students meeting				
2 Usage reports will reflect two lessons per week	2-() Data analyst and coaches to monitor weekly lessons on Achieve 3000 and the 75% on two articles expectations.	100% of classroom observations will indicate implementation of Achieve 3000 as documented in Strive				
3 Usage reports will reflect two lessons per week	3-() Data analyst and coaches to monitor completion of at least two lessons weekly on Smarty Ants	100% of classroom observations will indicate implementation of Smarty Ants as documented in Strive				
4 F&P assessment completed by	4-() Data analyst and coaches monitor F&P reading levels at the BOY, MOY, and EOY to measure expected growth	evidence to be on track for one years growth utilizing the				
5 Data reports from LLI and SIL tutor	5-() Utilize Reading Interventionist, LLI and SIL tutors to pull out below level students four days a week	80% of students participating in LLI/SIL will show one years growth				
6 Data reports from Read2Win	6-() Reading mentors through Read2Win (1st grade & 2nd grade DLE) and 100x25 partnerships to work with students experiencing difficulty.	80% of students participating in Read2Win will show one years growth				
7 Coaches logs of support	7-() Instructional coaches to provide ongoing support and professional development to teachers and students to improve students outcomes.	100% of logs will be reviewed weekly by administrators to show evidence of co-teaching, coaching, modeling and push in support.				

8	Strive Walk-Throughs	8-() Neuhaus Education Center professional development year 2 training for all teachers in grades K-2 to improve best practices for reading instruction.	100% of K-2 classroom walkthroughs will indicate implementation of Neuhaus strategies				
9	Library circulation	9-() Purchase library books to update outdated library and provide access to students to literature outside of instruction	Increased library circulation by 25%				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal:

Leadership Director:

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

Focus	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
SMART Goal Campus Priorities	Goal 1	Percent of students in grade 3-5 reading will improve in performance targets as measured by STAAR by June 2019	54.00%	21.00%	6.00%	65.00%	40.00%	10.00%
	Goal 2	Percent of students in grade 3-5 math will improve in performance targets as measured by STAAR by June 2019	57.00%	21.00%	6.00%	65.00%	40.00%	10.00%
	Goal 3	Percent of students in grade 4 writing will improve in performance targets as measured by STAAR by June 2019	30.00%	11.00%	3.00%	60.00%	25.00%	10.00%
	Goal 4	Percent of students in grade 5 science will improve in performance targets as measured by STAAR by June 2019	42.00%	6.00%	0.00%	65.00%	25.00%	10.00%

		Alignment	Expectations					
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &
1	2	Utilize All-In learning System to increase efficiency in gathering and monitoring progress data in grades 3-5	Admin, coaches, teachers	ongoing		Title I	\$ 3,300.00	
2	2,4	Educator Training and conferences to support student engagement in classrooms	Admin, teachers, coaches	ongoing	Pull-Out	Title I	\$ 14,500.00	
3	1,9	After school and Saturday school tutoring for below level students in reading, math, science and writing	Teachers	Weekly	After Sch	Title I	\$ 14,000.00	
4	2, 4	Title 1 tutor to help support student social emotional needs to eliminate barriers to improved student reading outcomes	Title 1 teacher	Ongoing		Title I	\$ 21,301.00	
5	1,4	Instructional planning calendars developed ensure aligned instruction for grades 2-5 in math and reading, grade 4 for writing, and grade 5 for science	Teaching Trust, Coaches, teachers, Admin	Ongoing		Title I	\$ 6,000.00	
6	1	Bi-weekly quick checks and data meetings to track student performance	Data analyst, teachers, coaches, admin	ongoing		Title I	\$ 2,000.00	
7	1, 4	Academic pep rallies every six weeks to celebrate academic and social emotional growth	Teachers, Coaches	every six weeks		Other	\$ 2,500.00	
8	1, 3	Conduct student lead conferences with parents and teachers in February	Teachers, parent liaison, students	2nd semester				
9	1, 3	Outdoor learning classroom for science	Teachers	Ongoing		Local	\$ 3,000.00	
10	1,3	Family Science Night	Teachers, coaches	March				
11	1,3	Professional books to support teachers an allow book study on data practices and alignment	Teachers	Ongoing				
12	1, 3	Targeted intervention materials during a specified block of time for additional support for struggling learners	Coaches, teachers	Ongoing		SCE	\$ 2,000.00	
13	1, 3	Professional development designed to meet the needs of ELL students will be provided	Coaches, teachers	Ongoing		Bilingual	\$ 1,268.00	

14	1,3	Enrichment activities through field trips to make connections to classroom instruction	Teachers	Ongoing		Local	\$ 3,000.00	
15	1,3	Professional development designed to meet the needs of GT students will be provided	GT Teacher	Ongoing		GT	\$ 216.00	

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal:

Leadership Director:

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
	Percent of students in grade 3-5 reading will improve in performance targets as measured by STAAR by June 2019	54.00%	21.00%	6.00%	65.00%	40.00%	10.00%
	Percent of students in grade 3-5 math will improve in performance targets as measured by STAAR by June 2019	57.00%	21.00%	6.00%	65.00%	40.00%	10.00%
	Percent of students in grade 4 writing will improve in performance targets as measured by STAAR by June 2019	30.00%	11.00%	3.00%	60.00%	25.00%	10.00%
	Percent of students in grade 5 science will improve in performance targets as measured by STAAR by June 2019	42.00%	6.00%	0.00%	65.00%	25.00%	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 All In Learning Trackers		100% of Unit assessments will be tracked using All In Learning				
2 Strive Walk-throughs	Educator Training and conferences to support student engagement in classrooms	100% of classroom observations will indicate use of engagement strategies				
3 Attendance logs, lesson plans, and progress	After school and Saturday school tutoring for below level students in reading, math, science and writing	80% of students participating in tutoring				
4 Student Discipline data	Title 1 tutor to help support student social emotional needs to eliminate barriers to improved student reading outcomes	Decreased documentation of student				
5 IPCs and Lesson Plans, Strive Walkthroughs	Instructional planning calendars developed ensure aligned instruction for grades 2-5 in math and reading, grade 4 for writing, and grade 5 for science	100% of lesson plans, IPCs, and walk-throughs				
6 All In Learning Trackers	Bi-weekly quick checks and data meetings to track student performance	100% of Unit assessments				
7 Certificates and awards	Academic pep rallies every six weeks to celebrate academic and social emotional growth	Increase in number of students attaining A and AB honor Roll				
8 Conference notes	Conduct student lead conferences with parents and teachers in February	Increase of 50% of student lead conferences				
9 Lesson plans	Outdoor learning classroom for science	Outdoor learning classroom usage increases by 50%				
10 Sign In Sheets	Family Science Night	Increase in participation by 50%				

11	PLC minutes	Professional books to support teachers an allow book study on data practices and alignment	100% of lesson plans and IPCs will be aligned				
12	Progress monitoring	Targeted intervention materials during a specified block of time for additional support for struggling learners	80% of students participating in intervention will show one years growth				
13	Strive Walk-throughs	Professional development designed to meet the needs of ELL students will be provided	100% of classroom observations will indicate use of strategies				
14	Strive Walk-throughs, lesson plans	Enrichment activities through field trips to make connections to classroom instruction	100% of classrooms will tie in field trip to lessons				
15	Strive Walk-throughs	Professional development designed to meet the needs of GT students will be provided	100% of classroom observations will indicate use of strategies				

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal:

Leadership Director:

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	School progress measure for students in grades 4-5 will increase 10% from 2017-18 as measured by the academic growth indicator from STAAR by June 2019			79%	89%	EOY
	Goal 2	Overall campus performance rating increases from a C rating to a B rating as measured by STAAR by June 2019			77%	82%	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	Professional books to support teachers an allow book study on data practices and alignment	Teachers	Ongoing		Title I	\$ 1,500.00	
2	1, 3	Targeted intervention materials during a specified block of time for additionsl support fpr struggling learners	Coaches, teachers	Ongoing		Local	\$ 10,000.00	
3	1, 3	Professional development designed to meet the needs of ELL and SpEd students will be provided	Coaches, teachers	Ongoing		Local	\$ 4,000.00	
4	2	Utilize All-In learning System to increase efficiency in gathering and monitoring progress data in grades 3-5	Admin, coaches, teachers	ongoing				
5	2,4	Educator Training and conferences to support student engagement in classrooms	Admin, teachers, coaches	ongoing	Pull-Out	Local	\$ 3,699.00	
6	1,9	After school and Saturday school tutoring for below level students in reading, math, science and writing	Teachers	Weekly	After Sch			
7	2, 4	Title 1 tutor to help support student social emotional needs to eliminate barriers to improved student reading outcomes	Title 1 teacher	Ongoing				
8	1,4	Instructional planning calendars developed ensure aligned instruction for grades 2-5 in math and reading, grade 4 for writing, and grade 5 for science	Teaching Trust, Coaches, teachers, Admin	Ongoing				
9	1	Bi-weekly quick checks and data meetings to track student performance	Data analyst, teachers, coaches, admin	ongoing				
10	1, 4	Academic pep rallies every six weeks to celebrate academic and social emotional growth	Teachers, Coaches	every six weeks		SCE	\$ 2,000.00	

11	1, 3		Conduct student lead conferences with parents and teachers in February	Teachers, parent liaison, students	2nd semester				
12	1, 3		Outdoor learning classroom for science	Teachers	Ongoing				
13	1,3		Family Science Night	Teachers, coaches	March				
14	1, 3		Professional development designed to meet the needs of ELL students will be provided	Coaches, teachers	Ongoing		SPED	\$ 1,648.00	
15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal:

Leadership Director:

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	
	School progress measure for students in grades 4-5 will increase 10% from 2017-18 as measured by the academic growth indicator from STAAR by June 2019					89%	
	Overall campus performance rating increases from a C rating to a B rating as measured by STAAR by June 2019					82%	
						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 Strive Walk-throughs	Professional books to support teachers an allow book study on data practices and alignment	100% of classroom observations will indicate use of strategies				
2 Strive Walk-throughs, lesson plans	Targeted intervention materials during a specified block of time for additional support for struggling learners	100% of classrooms will tie in field trip to lessons				
3 Strive Walk-throughs	Professional development designed to meet the needs of ELL and SpEd students will be provided	100% of classroom observations will indicate use of strategies				
4 All In Learning Trackers	Utilize All-In learning System to increase efficiency in gathering and monitoring progress data in grades 3-5	100% of Unit assessments will be tracked using All In Learning				
5 Strive Walk-throughs	Educator Training and conferences to support student engagement in classrooms	100% of classroom observations will indicate use of engagement strategies				
6 Attendance logs, lesson plans, and progress monitoring	After school and Saturday school tutoring for below level students in reading, math, science and writing	80% of students participating in tutoring will show one years growth				

7	Student Discipline data	Title 1 tutor to help support student social emotional needs to eliminate barriers to improved student reading outcomes	Decreased documentation of student referrals by 50%				
8	IPCs and Lesson Plans, Strive Walkthroughs	Instructional planning calendars developed ensure aligned instruction for grades 2-5 in math and reading, grade 4 for writing, and grade 5 for science	100% of lesson plans, IPCs, and walk-throughs will demonstrate alignment between lesson objective and DOL results.				
9	All In Learning Trackers	Bi-weekly quick checks and data meetings to track student performance	100% of Unit assessments will be tracked using All In Learning				
10	Certificates and awards	Academic pep rallies every six weeks to celebrate academic and social emotional growth	Increase in number of students attaining A and AB honor Roll				
11	Conference notes	Conduct student lead conferences with parents and teachers in February	Increase of 50% of student lead conferences				
12	Lesson plans	Outdoor learning classroom for science	Outdoor learning classroom usage increases by 50%				
13	Sign In Sheets	Family Science Night	Increase in participation by 50%				
14	Strive	Professional development designed to meet the needs of ELL students will be provided	100% of classroom observations will indicate use of strategies				
15							

Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal:

Leadership Director:

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 student-lead individual conference will increase from	0%	50%	
	Goal 2	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	75%	100%	
	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, 3	Conduct student lead conferences with parents and teachers in February	Teachers, parent liaison, students	2nd semester		Title I	\$ 3,000.00	
2	1,3	Utilize parent liaison to contact parents and set up conferences	Parent liaison and teachers	2nd semester		Title I	\$ 11,000.00	
3	1, 3	Bi-monthly coffee with the principal to discuss parent partnerships	Admin, parent liaison	ongoing		Title I	\$ 1,000.00	
4	1, 3	Family Science Night	Coaches	March		Title I	\$ 750.00	
5	1, 3	Extra duty support to ensure that student enrollment and parent technology support available.	Office staff	BOY		Local	\$ 2,000.00	
6	1,3	Mailouts to families to provide information about events, FITGrams, and school updates	Parent liaison and admin			Local	\$ 2,500.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal:

Leadership Director:

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
	Parent/family participation in at least 1 student-lead individual conference will increase from				50%	
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from				100%	
					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 Conference notes	Conduct student lead conferences with parents and teachers in February	Increase of 50% of student lead conferences				
2 Phone logs	Utilize parent liaison to contact parents and set up conferences	Increase in participation in conferences by 50%				
3 Sign in sheets	Bi-monthly coffee with the principal to discuss parent partnerships	Increase in participation in events by 50%				
4 Sign in sheet	Family Science Night	Increase in participation in event by 50%				
5 Phone calls downtown	Extra duty support to ensure that student enrollment and parent technology support available.	Decrease in parent phone calls by 50%				
6 Mailouts	Mailouts to families to provide information about events, FITGrams, and school updates	Increase parent participation by 50%				
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