

135-Van Zandt-Guinn ES

Keith Besses

Hilda Caballero

2018-19 Schoolwide Programs: Campus Improvement Plan

135-Van Zandt-Guinn ES

Principal: Keith Besses

Executive Director: Hilda Caballero

State Accountability Status

Improvement Required

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

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	50%
Domain 2: School Progress	53%
Domain 3: Closing The Gaps	46%

SBDM Members

Name	Role
Keith Besses	Additional Appointed Rep
Marjorie Culpepper	Teacher
Merari Garcia	Teacher
Melina Malave	Teacher
Fernando Sanchez	Dist Emp Relations Council Rep
Derenada Bailey	Business Rep
Lorraine Chambers	Business Rep
Ethan Weber	Business Rep
IM Terrel Alumni	Community Rep
Cynthia Banks	Community Rep
Jasmine Posada	Community Rep
Geraldine Williams	Community Rep
Berty Magana	District-Level Staff
Eva Williams	District-Level Staff
Scherrie Jones	Parent
Keshia	Parent
Christina Loftin	Campus Non-Tch Prof
Devona Burgess	Additional Appointed Rep

Fort Worth ISD Mission

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

		135-Van Zandt-Guinn ES							
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL	
	(Basic Allotment)								
	\$ 34,200	\$ 4,788		\$ 683	\$ 202	\$ 1,894	\$ 162,415	204,182	

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Keith Besses

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	6,000	0	0	433	202	894	84,454	\$ 91,983
Campus Needs - Student Achievement	12,570	4,788	0	250	0	500	57,181	\$ 75,289
Campus Needs	8,280	0	0	0	0	500	17,180	\$ 25,960
Parent/Family Engagement Health Related	7,350	0	0	0	0	0	3,600	\$ 10,950
TOTAL	\$ 34,200	\$ 4,788	\$ -	\$ 683	\$ 202	\$ 1,894	\$ 162,415	\$ 204,182
Allocations	34,200	4,788	-	683	202	1,894	162,415	204,182
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	\$ -	\$ -	\$ -	\$ -	\$ 426,750.00	\$ 140,000.00
Allocations	Student Outcome							111,300
	Student Achievement							122,050
	Campus Needs							5,000
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Keith Beses

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	48%	65%
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	53%	80%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	60%	100%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	55%	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		75%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	2,8,9	LEP	100% of students will be administered a BOY, MOY and EOY assessment tools and record their assessment results in their Leadership Binders	Administration, Dean, Data Analyst and Teachers	Sept, Jan & May	Pull-Out	Bilingual	\$ 433.00	Achievement
2	8,9	LEP	100% of teachers will use data to guide instruction (Formative assessments & Summative assessments) for consistent SGGR and Center/Independent activities that are relevant and include H.O.T.S.	Administration, Dean, Data Analyst, Teachers	Sept - May	Faculty Mgt/PLC	Title I	\$ 63,250.00	Progress
3	2,8,9		100% of teachers, administration, Dean and Data Analyst will track and monitor a core content tracking sheet at all grades to triangulate students performance and measure growth throughout the school year	Administration, Dean, Data Analyst and Teachers	Sept - May	Faculty Mgt/PLC	GT	\$ 202.00	Achievement
4	3,4	LEP	100% of Leadership Team will monitor lesson plans and lesson delivery to observe pacing, alignment, delivery of Gradual Release Model and implementation of small group instruction on weekly basis	Administration, Dean and Teachers	Sept - May	Pull-Out/ PLC	Other	\$ 71,300.00	Achievement
5	9	SPED	Leadership Team will create a computer lab schedule around teachers' literacy small group times that will allow students to complete at least two Achieve lessons a week with at least 75% or higher on the first try (Teachers must teach the lesson first)	Administration, Dean, Data, Dean and Teachers	Sept - May	Faculty Mgt	SPED	\$ 894.00	Closing Gaps
6	2,3,9	SPED	SGGR- Meet with small groups at 2x per a week on students' identified independent reading levels				Title I	\$21,204	Progress

7	3,9	LEP	Extend the learning day, by offering afterschool tutoring using the LLI program or Focus Intervention with students who are performing below grade level and implement Saturday Camps once a month that target low performing TEKS	FWAS Coordinator, Reading Interventionist, Liteacy teachers	Sept - May	After Sch	Other	\$ 40,000.00	Closing Gaps
8	3,4,8	SPED	Professional Learning Opportunities- Identify research based PD and redeliver or send teachers to PD that is aligned to our core content areas.	Administration, Dean, Coaches & Teachers	Oct, Nov, Dec		Local	\$ 6,000.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Keith Besses

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 48 to 65 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		53.0%			80%	-27.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		60.0%			100%	-40.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		55.0%			75%	-20.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Lexile Levels will increase by at least 20 points each month	1-() Implement BOY, MOY and EOY assessment tools and have students record assessment results in the Leadership Binders	Present at least 2 Leadership Binders at each Benchmark Conference				
2 80% of students K-3 identified as Tier 3 will increase by three reading levels or 200 lexile points by EOY	2-() Use data to guide instruction (Formative assessments & Summative assessments) for consistent SGGR and Center/Independent activities that are relevant and include H.O.T.S.	Weekly Focuss, Walk throughs, Push in Schedules, Small Group Plans and Teachers Lesson Plan reflecting SGGR/Centers				
3 100% of teacher will input data into tracking sheets and at least 70% of students will meet standard on local assessments	3-() Implement and monitor a core content tracking sheet at all grades to triangulate students performance and measure growth throughout the school year	Leadership team will monitor the input of data into the tracking and following up with walkthrough on teachers conferencing with students				
4 100% of teachers will implement professional learning instructional strategies and walkthrough feedback	4-() Monitor lesson plans and lesson delivery to observe pacing , alignment, delivery of Gradual Release Model and implementation of small group instruction	Adminsitrator will input at least 10 walkthroughs a week, providing feedback on teachers instructional practices				

5	85% of students will complete an Achieve Lesson 2x a week, scoring at least 75% or higher on the first try	5-() Create a computer lab schedule around teachers' literacy small group times that will allow students to complete at least two Achieve lessons a week with at least 75% or higher on the first try (Teachers must teach the lesson first)	Administrators will provide a copy of an Achieve Computer Lab schedule. Teachers will take students to the lab at least 2x a week, teaching the whole group lesson to students before students				
6	80% of students K-3 identified as Tier 3 will increase by three reading levels or 200 lexile points by EOY	6-() SGGR- Meet with small groups at 2x per a week on students' identified independent reading levels	Weekly Focuss, Walk throughs, Push in Schedules, Small Group Plans and Teachers Lesson Plan reflecting SGGR/Centers				
7	85% of students grades 2-3 will demonstrate a passing rate on Reading levels as measured by Smarty Ants, Achieve and	7-() Extend the learning day, by offering afterschool tutoring using the LLI program or Focus Intervention with students who are performing below grade level and implement Saturday Camps once a month that target low performing TEKS	FWAS attendance data base, LLI running records, Focus Intervention quick check and Saturday Camp sign in sheets				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Keith Besses

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	Reading - At least 90% of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will show an overall increase of at least 15% on their 2019 STAAR		51.00%	20.00%	7.00%			
Goal 2	Writing - At least 90% of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will show an overall increase of at least an 51% on their 2019 STAAR		19.00%	3.00%	0.00%			
Goal 3	Math - At least 90% of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will show at least an overall increase of at least 15% on their 2019 STAAR		53.00%	21.00%	5.00%			
Goal 4	Science - At least 90% of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will show at least an overall increase of 20% on their 2019 STAAR		44.00%	13.00%	4.00%			

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	2,8,9	SPED	Implement BOY, MOY and EOY assessment tools and have students record assessment results in the Leadership Binders	Administration, Dean, Data Analyst and Teachers	Sept. Jan. May	Pull-Out	SPED	\$ 500.00	Progress Closing Gaps
2	8,9	LEP	Use data to guide instruction (Formative assessments & Summative assessments) for consistent SGGR and Center/Independent activities that are relevant and include H.O.T.S.	Administration, Dean, Data Analyst, Teachers	August - May	Faculty Mgt/PLC	Local	\$ 750.00	Progress Closing Gaps
3	2,8,9		Implement and monitor a core content tracking sheet at all grades to triangulate students performance and measure growth throughout the school year	Administration, Dean, Data Analyst and Teachers	Sept - May	Faculty Mgt/PLC	Title I		Progress Teacher Quality
4	3,4	LEP	Monitor lesson plans and lesson delivery to observe pacing , alignment, delivery of Gradual Release Model and implementation of small group instruction	Administration, Dean and Teachers	August - May	Pull-Out/ PLC	Bilingual	\$ 250.00	Closing Gaps Achievement
5	9	LEP	Create a computer lab schedule around teachers' Literacy and Science small group times that will allow students to get on Achieve and complete at least 2 lessons a week, scoring 75% or higher on the first try (Teachers must teach lesson first)	Administration, Dean, Data, Dean and Teachers	Sept. - May	Faculty Mgt	Title I	\$ 29,325.00	Progress Achievement
6	2,3,9	LEP	Meet with small groups at least 2x per a week on students' identified to remediate skills students are struggling with (re-teach prerequisite skills)	Administration	Sept. - May	Pull-Out	Other	\$5,000	Closing Gaps Progress
7	3,4,8		Provide PLCs, Model lessons and push in tutors for small groups based on walk-through observations, Achieve Data, Fountas and Pinnell Reading Level, Writing, Math and Science assessment results	Dean, Reading Interventionist and tutors	Sept. - May	PLC	Other	\$ 50,000.00	Progress Closing Gaps

8	3,4,8	Professional Learning Opportunities- Identify research based PD and redeliver or send teachers to PD that is aligned to our core content areas.	Administration, Dean, Coaches & Teachers	Oct, Nov, Dec	PLC	Other	\$ 39,300.00	Tchr/Staff Qu	Closing Gaps
9	3,9	Cross Curricular Writing- Students will write in all content areas, teachers will conference with students reviewing the writing process on a weekly basis.	Administration, Dean, Coaches, Teachers & Students	Ongoing	Faculty Mgt	Local	\$ 5,300.00	Progress	Closing Gaps
10	3,9	Teachers 3- 5 will deliver Writers Workshop with fidelity for at least 45 minutes a day, students will apply strategies taught	Teachers	Daily	Pull-Out	Local	\$ 3,900.00	Progress	Closing Gaps
11	3,9	Teachers 3- 5 will utilize MAP Interventions and other computer adaptive technology support to assist struggling students by TEK (in lower grades in will be done orally or by dictation)	Administration, Dean, Coaches & Teachers	Oct- May	PLC	Local	\$ 2,620.00	Closing Gaps	Progress
12	3,9	Teachers 3 -5 will receive PD and use the Whitlow Math kits to increase overall student achievement	Administration, Dean, Coaches, Teachers & Students	1-Nov	Pull-Out/ Vendor	Other	\$ 27,750.00	Progress	Closing Gaps
13	3,9	All students will participate in at least 3 or more hands on experiements using the scientific method at least once per six weeks	Administration, Dean, Coaches, Teachers & Students	Nov. Jan and April		Title I	\$ 27,856.00	Progress	Closing Gaps
14	3,9	Extend the learning school year offering a summer enrichment program that perviews next grade level TEKs and challengee students to think critically	Dean, Reading Interventionist and tutors	June		SCE	\$ 4,788.00	Progress	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Keith Besses

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
	Reading - At least 90% of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will show an overall increase of at least 15% on their 2019 STAAR						
	Writing - At least 90% of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will show an overall increase of at least an 51% on their 2019 STAAR						
	Math - At least 90% of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will show at least an overall increase of at least 15% on their 2019 STAAR						
	Science - At least 90% of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will show at least an overall increase of 20% on their 2019 STAAR						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 100% of students will take benchmark assessment, showing at least a 10% increase	Implement BOY, MOY and EOY assessment tools and have students record assessment results in the Leadership Binders	Present at least 2 Leadership Binders at each Benchmark Conference				
2 80% of RP/DLE students will score 70% passing rates on assessments. 50% of RtI/504/SPED students will score 70% passing rate on	Use data to guide instruction (Formative assessments & Summative assessments) for consistent SGGR and Center/Independent activities that are relevant and include H.O.T.S.	Weekly Focuss, Walk throughs, Push in Schedules, Small Group Plans and Teachers Lesson Plan reflecting SGGR/Centers				
3 100% of teacher will input data into tracking sheets and at least 70% of students will meet standard on local assessments	Implement and monitor a core content tracking sheet at all grades to triangulate students performance and measure growth throughout the school year	Leadership team will monitor the input of data into the tracking and following up with walkthrough on teachers conferencing with students				
4 100% of teachers will implement professional learning instructional strategies and walkthrough feedback	Monitor lesson plans and lesson delivery to observe pacing , alignment, delivery of Gradual Release Model and implementation of small group instruction	Adminsitrator will input at least 10 walkthroughs a week, providing feedback on teachers instructional practices				

5	85% of students will complete an Achieve Lesson 2x a week, scoring at least 75% or higher on the first try	Create a computer lab schedule around teachers' Literacy and Science small group times that will allow students to get on Achieve and complete at least 2 lessons a week, scoring 75% or higher on the first try (Teachers must teach lesson first)	Administrators will provide a copy of an Achieve Computer Lab schedule and monitor students' usage and performance. Teachers will take students to the lab at least 2x a week, teaching the whole group lesson to students before students				
6	80% of students 3-5 identified as Tier 3 will increase assessment by at least 15% by EOY	Meet with small groups at least 2x per a week on identified students to remediate skills students are struggling with (re-teach prerequisite skills)	Weekly Focuss, Walk throughs, Push in Schedules, Small Group Plans and Teachers Lesson Plan reflecting SGGR/Centers				
7	100% of teachers will implement professional learning instructional strategies and walkthrough feedback will reflect strategies	Provide PLCs, Model lessons and push in for small groups based on walk-through observations, Achieve Data, Fountas and Pinnell Reading Level, Writing, Math and Science assessment results	Members from the leadership team will use data to meet with teachers weekly to provide PLCs with teachers				
8	100% of teachers will receive PD that is specific to their content in efforts to increase teacher quality	Professional Learning Opportunities- Identify research based PD and redeliver or send teachers to PD that is aligned to our core content areas.	Leadership Team and Teachers will attend Education Conference and redeliver PLCs on new learnings				
9	100% of teachers will include a component of writing in all content area on a daily basis	Cross Curricular Writing- Students will write in all content areas, teachers will conference with students reviewing the writing process on a weekly basis.	Each student will have a journal that write in daily for Reading, Writing, Math and Science				
10	80% of Grade 4 students will score at least a 70% passing rate on assessments	Teachers 3- 5 will deliver Writers Workshop with fidelity for at least 45 minutes a day, students will apply strategies taught	Teachers will implement each component of Writer's Workshop conferencing with students and setting writing goals for each unit				

11	100% of RtI/504/Sped students will use the MAP interventions	Teachers 3- 5 will utilize MAP Interventions to assist struggling students by TEK (in lower grades in will be done orally or by dictation)	Teachers will provide students the opportunitis to us the MAP interventions during their small group/center times				
12	80% of 5th grades will score at least 70% passing rates on assessments	All students will participate in at least 3 or more hands on experiements using the scientific method at least once per six weeks	100% pf students will participate in at least 3 or more hands on experiments using the scientific method at least once per six weeks				
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Keith Besses

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	Attendance - Van Zandt-Guinn Elementary's Annual student attendance rate will increase 1% each each quarter from 92.23% to 96.07 by Spring of 2019 as measured by the school Average Daily Attendance Rate (ADA).			92%	96%	EOY
	Goal 2	PBIS - 10% of unduplicated count of students referred as documented in FWISD Cycle Reports will decrease from 34% to 24% as measured by the FWISD Cycle Reports.			34%	24%	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		Attendance Incentive Initiative students will enter a raffle every six weeks they Have perfect attendance win a prize	Administration, Interventionist & Specialist	Oct 5, Nov 9, Jan 11, Mar 1, Apr 19, May 30&31		Title I	\$ 3,000.00	Achievement
2		Implement N.E.A.T (Never Ever Absent or Tardy) program schoolwide	Administration and Teachers	Sept - May	Faculty Mgt	Title I	\$ 750.00	Achievement
3		Create parent and student contracts and reward both parent and students for attendance	Administration, Parents, Teachers	1-Oct		Title I	\$ 100.00	Culture and Climate
4		Create perfect attendance charts to place outside classroom door as a visual reminder students are present and ready to learn.	Administration, Specialist & Teachers	Sept - May	Faculty Mgt	Title I	\$ 50.00	Culture and Climate
5		Contact homes of students that are not present by 9:00 am	Parent Liasion, Office Staff	Aug - May		Title I	\$8,280	Achievement
6		Use shared chronic absence spreadsheet with fidelity to track pattern and to follow up with parent with phone calls or home visits	Administration and Teachers	Aug - May		Local	\$ 8,280.00	Achievement
7		Focus on First Five the first week of school week to build positive relationships and set clear expectations (routines and procedures)	Administration and Teachers	August	PLC			Culture and Climate
8	SPED	Implement School-Wide Respect Agreements that demonstrate appropriate interactions between teacher to student, student to teacher and student to student with fidelity	Administration, Teachers & Students	August	PLC	SPED	\$ 500.00	Culture and Climate

9	2,4,9	Develop a school wide discipline plan that is aligned to our PBIS (post school-wide expectations throughout the building, reinforce as needed), and provide incentives for students who hit their goals	All Stakeholders	August	PLC	Title I	\$ 5,000.00	Culture and Climate
10		Promote and Support the use of campus resources (Counselor, CSI Program Manager and Intervention Specialist) to teach students how to self-regulation and use strategies to problem solve and de-escalate.	Counselor, CIS Specialist, Behavior Interventionist	Aug - May		Other	\$ 5,000.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Keith Besses

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	
	Attendance - Van Zandt-Guinn Elementary's Annual student attendance rate will increase 1% each each quarter from 92.23% to 96.07 by Spring of 2019 as measured by the school Average Daily Attendance Rate (ADA).					96%	
	PBIS - 10% of unduplicated count of students referred as documented in FWISD Cycle Reports will decrease from 34% to 24% as measured by the FWISD Cycle Reports.					24%	
						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 ADA will increase from 92% to 96%	1-(Achievement) Attendance Incentive Initiative students will enter a raffle every six weeks they Have perfect attendance win a prize	Assembly held every six weeks and posted on Facebook				
2 85% of students will be in attendance by 7:50 am	2-(Achievement) Implement N.E.A.T (Never Ever Absent or Tardy) program schoolwide	Recognition on announcement forms every six weeks				
3 100% of parents will sign and turn in attendance	3-(Culture and Climate) Create parent and student contracts and reward both parent and students for attendance	Copies of signed parent attendance contracts				
4 100% will post their daily attendance on the chart	4-(Culture and Climate) Create perfect attendance charts to place outside classroom door as a visual reminder students are present and ready to learn.	Charts posted outside each teacher's door				
5 100% of absent as of 9:00 am students parents will	5-(Achievement) Contact homes of students that are not present by 9:00 am	Phone calls home daily Parent Link				
6 100% of teachers will record excessive absences and tardies into the campus electronic tracking form	6-(Achievement) Use shared chronic absence spreadsheet with fidelity to track pattern and to follow up with parent with phone calls or home visits	Leadership team and parent liasion will monitor electronic attendance tracking sheet				
7 100% of teachers will deliver First Five Day Lesson to students the first week and decrease overall disciple referrals by 10%	7-(Culture and Climate) Focus on First Five the first week of school week to build positive relationships and set clear expectations (routines and procedures)	Lesson Plan and walkthrough feedback				

8	100% of teachers will deliver First Five Day Lesson to students the first week and decrease overall discipline referrals by 10%	8-(Culture and Climate) Implement School-Wide Respect Agreements that demonstrate appropriate interactions between teacher to student, student to teacher and student to student with fidelity	Respect Agreements posted in every classroom				
9	Discipline referrals will decrease at least 10% from 34% to 24% as measured by the FWISD	9-(Culture and Climate) Develop a school wide discipline plan that is aligned to our PBIS (post school-wide expectations throughout the building, reinforce as needed)	PBIS handbook, expectations posted throughout the building				
10	100% of students with 504's or an Rtl behavior plan will be serviced by a behavior intervention	10-() Promote and Support the use of campus resources (Counselor, CSI Program Manager and Intervention Specialist) to teach students how to self-regulation and use strategies to problem solve and de-escalate.	Case load with logs of visits and techniques being delivered and used by students				
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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: Keith Besses

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 (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Parent/family participation in at least 2 campus-based events will increase from 30% to 50% as measured by parent involvement sign in sheets.	30%	50%	1-May
	Goal 2	Health Related - 75% of assignments completed by the Campus Local Wellness Coordinator will increase from 50% to 65% as measured by the number of assignments with supported documentation is submitted to the principal.	50%	75%	
	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	6,10	Monthly Parental Involvement Nights that focus Core Content Areas, Student Achievement, Fine Arts and College and Career Readiness	Administration, Counselor, Interventionist, Specialist and Teachers	Monthly	After Sch	Title I	\$3,600.00	FAMILY
2	10	Increase communication with parents via, the parent portal, parent link, Social Media sites (Website, Facebook & Twitter) and flyers	Administration, Office Staff and Teachers	Aug-May		Local	\$ 2,500.00	FAMILY
3	1	Identify a Campus Local Wellness Coordinator to develop a committee that will assign Campus Wide health related assignments	Administration, Wellness Coordinator, Wellness Committee, Teachers and Students	1-Oct	Faculty Mgt/PLC	Local	\$ 1,800.00	HEALTH
4	1	Ensure the opportunity for at least 30 minutes of unstructured physical activities (ex: physical literacy first 15 minutes of each day and integrate recess into every teacher's schedule)	Administration, Teacher and Students	20-Aug		Local	\$ 2,300.00	HEALTH
5	1	Pursue being a BlueZone School and implement BlueZone best practices school-wide	Administration, Wellness Coordinator, Wellness Committee, Teachers and Students	Oct. 8	Faculty Mgt	Local	\$ 750.00	HEALTH
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Keith Besses

Leadership Director: Hilda Caballero

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)	BOY %	MOY %	EOY %	Target %	Difference
	Parent/family participation in at least 2 campus-based events will increase from 30% to 50% as measured by parent involvement sign in sheets.				50%	
	Health Related - 75% of assignments completed by the Campus Local Wellness Coordinator will increase from 50% to 65% as measured by the number of assignments with supported documentation is submitted to the principal.				75%	
					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 50% of parents will attend each monthly parental involvement	Monthly Parental Involvement Nights that focus Core Content Areas, Student Achievement, Fine Arts and College and Career Readiness	Sign in sheet, pictures posted on Twitter and Facebook				
2 90% of parents will receive communication	Increase communication with parents via, the parent portal, parent link, Social Media sites (Website, Facebook & Twitter) and flyers	Reports pulled from Parent Link				
3 80% of teachers will participate in local wellness activities	Identify a Campus Local Wellness Coordinator to develop a committee that will assign Campus Wide health related assignments	Committee minutes, emails and assignments to teachers				
4 100% of students will receive at least 30 minutes of	Ensure the opportunity for at least 30 minutes of unstructured physical activities (ex: physical literacy first 15 minutes of each day and integrate recess into every teacher's schedule)	Lesson Plan, Observation				
5 100% of teachers will be aware of BlueZone	Pursue being a BlueZone School and implement BlueZone best practices school-wide	Email, Posters and Communication forms				
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