

187-JT Stevens ES

Jessica McNeal Johnson

Shawn Buchanan

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 187-JT Stevens ES

Principal: Jessica McNeal Johnson

Executive Director: Shawn Buchanan

## State Accountability Status

**Met Standard**

### 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

**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: <b>Student Achievement</b>	
Domain 2: <b>School Progress</b>	
Domain 3: <b>Closing The Gaps</b>	

### SBDM Members

Name	Role
Jessica M. Johnson	Campus Non-Tch Prof
Eric Montoya	Additional Appointed Rep
Emily Isaac	Teacher
Sara Montanez	Teacher
Joel Snead	Teacher
Chris Reeves	District-Level Staff
Lily Belew	District-Level Staff
Chris Branigan	Community Rep
Jordan Beucher	Community Rep
Andy Sewell	Business Rep
**Nomination **	Business Rep
**Nomination**	Parent
**Nomination**	Parent
**Nomination**	Parent
	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:** J. T. Stevens Elementary School\_11

**Principal:** Jessica M. Johnson

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	Y/N	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here	
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
<b>Demographics</b>	1.	480 students; Embrace multicultural diversity on campus	1.	Meeting academic needs of growing populations--ED, At-Risk, Excessive absences	<b>1. Improve student performance and instructional delivery for all underperforming students in academic content for all students and teachers</b> <b>2. Improve communication with parents to strengthen relationships and parental involvement</b> (Reduce student excessive absences across all grade levels; empower parental understanding of the importance of attending school daily; increase parent communication) <b>3. Create a campus culture of positive engagement by supporting and promoting academic and social growth, community involvement, and cultural</b>	
	2.	Program of Choice (Applied Learning) serves a variety of demographic and ethnicities				
<b>Student Achievement</b>	1.	TEA Academic Distinctions in ELA/Reading; Closing Performance Gaps: Student	1.	Increase number of students on grade level for Reading (K-2) based on Smartv Ants data	4.	
	2.	Variety of ethnicities represented in the Program of Choice program (Applied	2.	Closing achievement gap in Math for AA students	5.	
			3.	Provisions for reading tutors during school hours with planned	6.	

<b>School Culture and Climate</b>	1. Fewer number of suspensions (add approx. number)	1. Meet social and emotional needs of students while focusing on student achievement, lowering number of student incident reports
	2. Positive relationships with community and parent organization	2. Grade level support across content areas; need for collaboration within the grade level each other
		3. Need for parental involvement
<b>Staff Quality/ Professional Development</b>	1. Readily share ideas and resources with staff members	1. Provisions for purposeful and prioritized, and more appropriate grade level professional development
	2. Attract and retain high trained staff	2.
	3. Maintain use of compliment, restorative, and relationship	
<b>Curriculum, Instruction, and Assessment</b>	1. Analyzing data, data driven instruction, instructional planning, and PLCs	1. Provide vertical alignment for content areas
	2. Support from colleagues and sharing of curriculum and instructional resources	2. Utilize PLCs for data driven decisions and reflect on instructional practices
<b>Family and Community Involvement</b>	1. Continue to promote positive relationships with PTO, Kids Hope, Arborlawn UMC, and	1. Build better relationships with parents and provide more volunteer opportunities
	2. Continue arts showcase with PTO grade level music nights	2. Promote parental support for the campus; increase parent volunteer
<b>School Context and Organization</b>	1. Restorative Practices campus implementation for 3rd and 4th grades	1. Grow community involvement in campus activities
	2. Established procedures for drills, SBDM, and CERC in place	2. Execution of campus organization systems
	3. Monthly and weekly communication are provided timely	

		187-JT Stevens ES						
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
		\$ 27,725	\$ 3,708		\$ 252	\$ 374	\$ 2,153	\$ 91,803

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

**Budget Summary**

Principal: Jessica McNeal Johnson

Leadership Director: Shawn Buchanan

**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	20,558	0	0	0	0	0	80,200	\$ 100,758
Campus Needs - Student Achievement	7,167	0	0	252	0	2,153	2,419	\$ 11,991
Campus Needs	0	3,708	0	0	374	0	0	\$ 4,082
Parent/Family Engagement Health Related	0	0	0	0	0	0	9,184	\$ 9,184
<b>TOTAL</b>	<b>\$ 27,725</b>	<b>\$ 3,708</b>	<b>\$ -</b>	<b>\$ 252</b>	<b>\$ 374</b>	<b>\$ 2,153</b>	<b>\$ 91,803</b>	<b>\$ 126,015</b>
Allocations	27,725	3,708	-	252	374	2,153	91,803	126,015
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

## Student Outcome Goals Action Plan

Principal: Jessica McNeal Johnson

Leadership Director: Shawn Buchanan

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

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level</b> - Student Outcome <b>Goal</b> and <b>Progress Measures</b> (Baseline-X, Target-Y, Deadline-Z)	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
		Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	28%	33%
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	52%	37%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	22%	37%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	8%	28%	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	42%	59%	EOY

<b>Title I Components</b>	<b>PBMAS</b>	<b>Alignment</b>	<b>Expectations</b>					<b>Focus</b>
		<b>Implementation Action Steps (Target Element Strategies)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>PD Code</b>	<b>Budget Source</b>	<b>Amnt</b>	
1	1,2,4,5	Utilize Data Analyst to assist teachers with analyzing student performance data in data meetings and/or PLCs to make instructional decisions that directly impact student achievement and to mentor new and struggling teachers	Data Analyst & Administration	August-May	Faculty Mgt/PLC	Title I	\$ 70,460.00	Achievement
2	1,2,10	Increase percent of 2-3 grade students achieving 75% or higher on FWISD standard of two (2) weekly lessons on FWISD progress monitoring system for reading and incentivize students/classrooms for achievement and progress--Incentive Program	Administration, Data Analyst, Teachers	August-May	PLC	Title I	\$ 2,870.00	Progress
3	1,2,3,10	Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading and incentivize students/classroom for achievement and progress	Teachers, Data Analyst, Administration	Sept-May	PLC	Title I	\$ 1,000.00	Progress
4	1, 2, 9	Provide interventions to supplement classroom instruction	Administration, Tutor	October-May	Pull-Out	Title I	\$ 4,370.00	Achievement
5	1,3,4,5	Travel for teachers and/or administrators to attend professional development opportunities	Administration and Teachers	August-May	Pull-Out/ Vendor	Local	\$ 3,300.00	Tchr/Staff Quality
6	1,3,9,10	Purchase campus and classroom supplies (i.e. toner, ink, paper, and other specified supplies for teacher lessons), incentives, materials, and technology to address student needs	Administration and Secretary	August-May	Faculty Mgt/Vendor	Local	\$ 10,775.00	Achievement

7	1,2,8,9	Planning and data meetings for STAAR testing grade levels to review data and plan accordingly for upcoming assesments and student groups	Administration, Data Analyst, Teachers	October- November and February- March	Pull-Out/ PLC	Local	\$ 5,483.00	Closing Gaps
8	1,4,5,6,8,9	Principal Johnson to attend ASCD Empower 19 in March 2019--focus on student engagement strategies and data driven instruction	Principal	March	Pull-Out/ Vendor	Title I	\$ 1,500.00	Tchr/Staff Quality
9	1,4,5,6,8,9	Principal Johnson to attend TEPSA in June 2019 focusing on leadership strategies in improve practices	Principal	June	Pull-Out/ Vendor	Local	\$ 1,000.00	Tchr/Staff Quality
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## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Jessica McNeal Johnson

## Student Outcome Goals Progress Monitoring

Leadership Director: Shawn Buchanan

Opportunity	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)				
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Focus SMART Goal (Target Element 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 28 to 33 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				37%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				37%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				59%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-Δ)
1 Avg Activities per Week FWISD Standard 2 lessons/week	2-(Progress) Percent of 2-3 grade students achieving 75% or higher on FWISD standard of 2 weekly lessons on FWISD progress monitoring system for reading and incentivize students/classrooms for achievement and progress	By May 2019 75% of students will score 75% on the first try of the Achieve article and 100% of students will complete two (2) lessons per week.				
2 Monitor Lexile Gain	3-(Progress) Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading and incentivize students/classroom for achievement and progress	By May 2019, 65% of students in grades 2-3 will increase their Lexile score by 125 points from BOY Lexile level set.				
3 Schedule for Data Analyst Monitor Lexile Levels Update monthly data	1-(Achievement) Utilize Data Analyst to assist teachers with analyzing data to make instructional decisions to increase student achievement and to mentor new teachers	By May 2019, 70% of student outcomes will increase due to the intentional planning from data analysis.				
4 Provide interventions to supplement classroom instruction	4-(Achievement) Provide interventions to supplement classroom instruction	By May 2019, 80% of students receiving interventions from the pull-in/push in tutor will increase in their reading behaviors and reading levels per six weeks.				

5	Redelivery of information learned during professional development session(s) w/examples of implementation	5-(Tchr/Staff Quality) Travel for teachers and/or administrators to attend professional development opportunities	100% of teachers attending professional learning opportunities will implement the new learning as measured by feedback in Strive thus yielding an increase in student outcomes.				
6	Redelivery of information learned during professional development session(s) w/examples of implementation	6-(Achievement) Purchase campus and classroom supplies (i.e. toner, ink, paper, and other specified supplies for teacher lessons), incentives, materials, and technology to address student needs	100% of teachers will have access to the materials needed to provide quality and engaging lessons that will directly improve student achievement.				
7	Redelivery of information learned during professional development session(s) w/examples of implementation	8-(Tchr/Staff Quality) Principal Johnson to attend ASCD Empower 19 in March 2019--focus on student engagement strategies and data driven instruction	Feedback provided to classroom teachers in Strive will reflect new learning to promote and increase student engagement strategies and data driven instruction				
8	Redelivery of information learned during professional development session(s) w/examples of	9-(Tchr/Staff Quality) Principal Johnson to attend TEPSA in June 2019 focusing on leadership strategies in improve practices	Reflection of leadership practices of the 2018-2019 year to improve practices for the 2019-2010 school year				
9	Establish data meeting protocols, utilize data reports, teacher data binders, teacher support plans, PLC and Data Meeting Agendas, and access to virtual student	7-(Closing Gaps) Planning and data meetings for STAAR testing grade levels to review data and plan accordingly for upcoming assesments and student groups	100% of teachers will attend, participate, and make data driven classroom decisions to improve instructional and teaching practices to increase student achievement.				
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# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Jessica McNeal Johnson

## Campus Needs - Student Achievement Action Plan

Leadership Director: Shawn Buchanan

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	By June 2019, students tested in STAAR Math will increase by 5% points in the reporting categories of meets or expected, and masters or accelerated as measured from the 2018 STAAR to the 2019 STAAR.		77%	41%	17%	72%	46%	22%
Goal 2	By June 2019, students tested in STAAR Reading will increase 5% points in the reporting categories of meets or expected and masters or accelerated as measured from the 2018 STAAR to the 2019 STAAR.		84%	45%	24%	79%	50%	29%
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	
1,2,8,10	LEP	Monitor percentage of students in grades 3-5 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics	Teachers, Data Analyst, and Administration	Sept-May	PLC	Bilingual	\$ 252.00	Closing Gaps
1,3,4,9		Sharing math best practices and intervention strategies at PLCs	Teachers and Administration	Ongoing	PLC	Local	\$ 1,550.00	Closing Gaps
1,3,9		Vertical alignment meetings ongoing during the day and faculty meetings (Meetings with protocols and substitutes provided, when needed)	Teachers, Data Analyst, and Administration	Fall-- November Spring--March	Pull-Out	Title I	\$ 1,000.00	Closing Gaps
1,4		Provide mathematics expectations and professional development opportunities to support teachers to ensure best practices, engaging activities and experiences for students	Administration	Oct-Feb	Faculty Mgt	Title I	\$ 1,419.00	Tchr/Staff Quality
1,3	SPED	Purchase campus and classroom supplies (i.e. toner, ink, paper, and other specified supplies for teacher lessons), incentives, materials, and technology to address student needs	Administration	Monthly		SPED	\$ 2,153.00	Progress
1,3,4,5		Travel for teachers and/or administrators to attend professional development opportunities	Administration and Teachers		Pull-Out/ Vendor	Local	\$ 5,617.00	Tchr/Staff Quality
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Campus Needs - Student Achievement Progress Monitoring**

Principal: Jessica McNeal Johnson

Leadership Director: Shawn Buchanan

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

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	By June 2019, students tested in STAAR Math will increase by 5% points in the reporting categories of meets or expected, and masters or accelerated as measured from the 2018 STAAR to the 2019 STAAR.						
	#REF!						
	By June 2019, students tested in STAAR Reading will increase 5% points in the reporting categories of meets or expected and masters or accelerated as measured from the 2018 STAAR to the 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 Average Grade 3-5 local assessments scores	Monitor percentage of students in grades 3-5 making progress as measured by FWISD local assessments of key enduring understandings and skills in mathematics	70% of students will pass the interim assessments and benchmarks				
2 Best practices shared with grade level(s)	Sharing math best practices and intervention strategies at PLCs	80% of students will show gains due to lesson				
3 Align instructional practices across grade levels	Vertical alignment meetings ongoing during the day and faculty meetings (Meetings with protocols and substitutes provided, when needed)	80% of students will show gains due to lesson alignment and planning				
4 Evidence of PD strategies in Strive Walkthroughs	Provide mathematics expectations and professional development opportunities to support teachers to ensure best practices, engaging activities and experiences for students	100% of teachers will actively participate in designated math PD				
5 Provide resources to supplement classroom instruction	Purchase classroom supplies, materials, incentives, and technology	100% of teachers will have access to the materials needed to				
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Jessica McNeal Johnson

Leadership Director: Shawn Buchanan

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	By May 2019, average daily student attendance rate will increase from 94% to 96% as documented in the FWISD Cycle Reports.			94%	96%	EOY
	Goal 2						EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,2,10	Conduct six weeks attendance meetings	Administration & Attendance Committee	Sept-May Every 7th week	After Sch	GT	\$ 374.00	Progress
2	1,2,10	Six weeks recognition of perfect and outstanding attendance with incentives for improved student attendance rates	Administration & Attendance Committee	Sept-May Every 7th week	Faculty Mgt	SCE	\$ 3,708.00	Culture and Climate
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Jessica McNeal Johnson

Leadership Director: Shawn Buchanan

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
					96%	
	#REF!				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 Monitor ADA	1-) Conduct six weeks attendance meetings	Cycle Reports/Six Weeks				
2 Monitor ADA	2-(Culture and Climate) Six weeks recognition of perfect and outstanding attendance with incentives for improved student attendance rates	Attendance Report via FOCUS				
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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: Jessica McNeal Johnson

Leadership Director: Shawn Buchanan

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	By May 2019, parent and family participation will be monitored and analyzed for at least two campus events with participation increasing from 20% to 30% as documented from parent sign-in sheets.	20%	30%	
	Goal 2	By May 2019, the percentage of eligible students tested in FitnessGram will increase from 95% to 98% as evidenced by the 2018 FitnessGram participation rate and the 2019 FitnessGram participation rate.	95%	98%	
	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	1,2,6,	Calculate the number of parents participating in Literacy Night (November--Fall) and Family Science Night (January--Spring)	Administration, Teachers, Parent Liaison	August - February	After Sch	Title I	\$ 904.00	FAMILY	
2	1,3,10	Monitor number of students tested in FitnessGram during the fall and spring administrations	Administration and PE Coach	Oct/Nov February	PLC	Local		HEALTH	
3	1,2,6	Family Communications Liaison position to assist campus with parental	Administration and	Sept-June	Faculty Mgt	Title I	\$ 8,280.00	FAMILY	
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

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

**Principal: Jessica McNeal Johnson**

**Leadership Director: Shawn Buchanan**

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

<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	By May 2019, parent and family participation will be monitored and analyzed for at least two campus events with participation increasing from 20% to 30% as documented from parent sign-in sheets.	20.0%			30%	-10.0%
	By May 2019, the percentage of eligible students tested in FitnessGram will increase from 95% to 98% as evidenced by the 2018 FitnessGram participation rate and the 2019 FitnessGram participation rate.	95.0%			98%	-3.0%
					0%	
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
1 Monitor parental involvement	Plan for and advertise campus events, especially the designated events of Literacy Night and Family Science Night	Parent Sign In Sheets and communication of campus events				
2 Monitor grade 3-5 student participation	P. E. Coach will monitor and track all student participation in FitnessGram from year to year and report information to administration	Calculation of student participation via PE Coach				
3 Monitor attendance of parents/students and purchase orders for	Administration and teachers work with liaison to promote campus events, promote community outreach programs, inform parents of volunteer opportunities, and monitor volunteers	Archive parent sign in sheets from event and survey				
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