

163-Bruce Shulkey ES

Vanessa Tritten

Hilda Caballero

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 163-Bruce Shulkey ES

Principal: Vanessa Tritten

Executive Director: Hilda Caballero

## State Accountability Status

**Met Standard**

### Campus Distinctions

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

### Campus Mission/Vision Statement

*atmosphere that is conducive to learning. We will provide quality and equity in instruction.*

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

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

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

**YES** the Texas Education Code;

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

**YES** Priority / Turnaround Plans

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

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

## 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	70
Domain 2: <b>School Progress</b>	83
Domain 3: <b>Closing The Gaps</b>	75

## SBDM Members

Name	Role
Vanessa Tritten	Campus Non-Tch Prof
Priscilla Littles	Campus Non-Tch Prof
Jeff Adams	Teacher
Beth Pipes	Teacher
Judy Garcia	Campus Non-Tch Prof
Kathy Metroka	Community Rep
Patricia Clint	Community Rep
Bianca Dismukes	District-Level Staff
Lemuel Lara	Business Rep
Ana Zapata	Parent
Casey Williams	Parent
Mark Metroka	Business Rep
Eric Sevier	Teacher
Anne Smith	Teacher
	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:** Bruce Shulkey #163

**Principal:** Vanessa Tritten

<b>Data Sources Used</b>	No Graduation Yes Attendance No Discipline Yes Instruction Yes Curriculum Yes Student Data	<b>Data Sources Used</b>	No Feeder Pattern Analysis No Cohort Analysis No Support Systems No Intervention Services No Dropout Identification No Achievement Gap	<b>Data Sources Used</b>	No Data Accuracy No Surveys No Fund Balance No Recruit & Retain Quality Staff No VOC-Customer Feedback 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>	<ol style="list-style-type: none"> <li>Diverse population 30% Hispanic, 26% AA, 28% White,</li> <li>523 students Pk - 5th</li> <li>77% At Risk, 26% Mobility. Lang. Center, LINC, SEAs</li> </ol>	<ol style="list-style-type: none"> <li>Improve attendance for chronic absentees</li> <li>Tutoring</li> </ol>	<ol style="list-style-type: none"> <li>Increase attendance rate across grade levels</li> <li>Students making at least one years growth or more during the acedemic vear</li> <li>Improve instruactional practices in all grade levels and content areas</li> </ol>		
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>Students making an average of 106 lexile levels gains on Achieve for the fall semester</li> <li>Met Standard for STAAR 2017</li> </ol>	<ol style="list-style-type: none"> <li>All students set indiviuals goal using reading and math programs and maintain a tracking/goal setting form</li> <li>Improve STAAR scores in 3rd grade math, 4th writing, and 5th grade science</li> </ol>			
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>School-home communication</li> <li>Create a safe environment for refugee students</li> <li>Family engagement</li> </ol>	<ol style="list-style-type: none"> <li>Increase translations of parent communication</li> <li>Professional Development on TBRI</li> </ol>			
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>Bi-Monthly grade level PLCs</li> </ol>	<ol style="list-style-type: none"> <li>Increase effectiveness of PLCs through the use of multiple sources of data</li> <li>SGGR support</li> <li>LEP strategies</li> </ol>			

<b>Curriculum, Instruction, and Assessment</b>	1.	Accelerated Instruction	1.	Math problem solving and basic facts
	2.	Teachers plan together weekly	2.	Improve small group instructional practices in all subject areas
	3.	AR STAR	3.	LEP strategies
<b>Family and Community Involvement</b>	1.	PTA, volunteers, partnership with Wedgwood Baptist Church, KidsHope mentors, partnership with Catholic Charities & World Relief	1.	Increase parental knowledge of academic rigor
	2.	Planned events with community	2.	Weekly Teacher/Grade Level Newsletter
<b>School Context and Organization</b>	1.	SBDM, DERC, and SWAT	1.	Continue open lines of communication
	2.	Procedures in place for safety and academic needs. Students and faculty know of safety procedures and expectations.	2.	Re-organization of schedule to include 55 minute planning time
	3.	Student council and flag patrol	3.	Protocol for Tier 2 behavior intervention

		163-Bruce Shulkey ES						
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	(Basic Allotment)							
	\$ 29,509	\$ 4,824		\$ 1,052	\$ 238	\$ 2,391	\$ 111,856	149,870

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

**Budget Summary**

Principal: Vanessa Tritten

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	15,509	0	0	0	0	0	76,956	\$ 92,465
Campus Needs - Student Achievement	13,000	0	0	1,052	238	2,391	21,900	\$ 38,581
Campus Needs	0	4,824	0	0	0	0	0	\$ 4,824
Parent/Family Engagement Health Related	1,000	0	0	0	0	0	13,000	\$ 14,000
<b>TOTAL</b>	<b>\$ 29,509</b>	<b>\$ 4,824</b>	<b>\$ -</b>	<b>\$ 1,052</b>	<b>\$ 238</b>	<b>\$ 2,391</b>	<b>\$ 111,856</b>	<b>\$ 149,870</b>
<b>Allocations</b>	<b>29,509</b>	<b>4,824</b>	<b>-</b>	<b>1,052</b>	<b>238</b>	<b>2,391</b>	<b>111,856</b>	149,870
<b>Percent Budgeted</b>	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: Vanessa Tritten

Leadership Director: Hilda Caballero

<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 - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</b>	<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	31%	34%
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	35%	50%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	68%	80%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	39%	75%	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		58%	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, 8, 9	LEP	Data planning meetings with literacy data	Teachers, data analyst	Bi-monthly		Title I	\$ 64,566.00	Closing Gaps
2	3, 9	LEP	Small group intensive intervention	Dyslexia teachers; resource teachers	Daily		Local	\$ 10,800.00	Progress
3	2	LEP	Maintain data boards with SmartyAnts and Kidbiz, implement school wide incentives; monitor F&P/Lexile Levels	Teachers, data analyst, administration	Monthly		Local	\$ 1,500.00	Achievement
4	4	LEP	SGGR professional development for new teachers	Teachers, administration	Fall		Local	\$ 1,000.00	Tchr/Staff Quality
5	3, 9	LEP	Monitor SGGR and give feedback for effectiveness	Administration	weekly				Tchr/Staff Quality
6	2	LEP	Progress measure 1.2b Students will complete two weekly lessons on FWISD progress monitoring system	Teachers, administrators	weekly		Local	\$ 1,000.00	Progress
7	3, 9	LEP	Instructional materials, general supplies for teachers for Tier 1 instruction	Teachers, administration, data analyst	Aug-June		Title I	\$ 8,890.00	Achievement
8	3, 9	LEP	Substitutes for planning/data meetings	Teachers	Nov-Feb		Title I	\$ 3,500.00	Closing Gaps
9	3,9	LEP	Substitutes for planning/data meetings	Teachers	Nov-Feb		Local	\$ 1,209.00	Tchr/Staff Quality
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# 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Vanessa Tritten

# 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)

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 31 to 34 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		62.0%			50%	12.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading					80%	
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		59.0%			58%	1.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 BOY/MOY/EOY LevelSet; AR STAR	1-(Closing Gaps) Data planning meetings with literacy data	95% of students will make gains in their Lexile Level.				
2 Progress tracking form	2-(Progress) Small group intensive intervention	95% of students will make gains in their Lexile Level.				
3 SmartyAnts/KidBiz data; F&P tracking form	3-(Achievement) Maintain data boards with SmartyAnts and Kidbiz, implement school wide incentives; monitor F&P/Lexile Levels	95% of students will make gains in their Lexile Level.				
4 Evidence of Implentation	4-(Tchr/Staff Quality) SGGR professional development for new teachers	100% of teachers will monitor reading levels using the guided reading tracking sheet				
5 Weekly walk throughs	5-(Tchr/Staff Quality) Monitor SGGR and give feedback for effectiveness	100% of teachers will monitor reading levels using the guided reading tracking sheet				
6 Average activities per week -FWISD standard 2	6-(Progress) Progress measure 1.2b Students will complete two weekly lessons on FWISD progress monitoring system	100% of teachers will conduct two lessons weekly as measured the Achieve Dashboard	BOY 1.8			
7 Order materials for Tier 1 and tutoring	7-(Achievement) Instructional materials, general supplies for teachers for Tier 1 instruction	100% of teachers will have necessary materials for Tier 1 instruction and mentoring minds for tutoring				
8 Schedule of data meetings	8-(Closing Gaps) Substitutes for planning/data meetings	95% of students will make gains in their Lexile Level and their MAP Growth test in Math.				
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# Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Vanessa Tritten

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	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will	64.00%	32.00%	10.00%	66.00%	34.00%	12.00%
	Goal 2	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will	66.00%	38.00%	20.00%	68.00%	40.00%	22.00%
	Goal 3							
Goal 4								

		Alignment		Expectations				Focus → Achievement &	
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	3, 9	LEP	Tutoring after/during school	Teachers/tutors	Spring		Title I	\$ 5,000.00	Closing Gaps
2	3, 9	LEP	Implement MAP Skills Grades 1-5	Teachers	October				Closing Gaps
3	3, 9	LEP	Address each group of students in Approaches, Meets, and masters in grades 3-5	Teachers, Administration, Data Analyst	BOY and MOY				Progress
4	5	LEP	Provide funding for classroom teachers to purchase needed supplies	Administration	Oct-May		Title I	\$ 10,000.00	Tchr/Staff Quality
5	3, 9	LEP	Implement school wide strategies in reading and math	Teachers	Sept-May				Tchr/Staff Quality
6	9	LEP	Implement Accelerated Reading Program K-5	Teachers, Librarian	Sept-May		Title I	\$ 5,900.00	Progress
7	3,9	LEP	READING MATERIALS FOR CLASSROOM USE AND BATTLE OF BOOK CLUB FOR STUDENT ENRICHMENT with 3rd - 5th	Librarian	Oct - May		Title I	\$ 1,000.00	Progress
8	3,9	LEP	GENERAL FOR INCREASING ACADEMIC ACHIEVEMENT	Teachers	Aug - May		Local	\$ 10,000.00	Progress
9	3,9	LEP	Replace and update Library Books	Librarian	Dec.		Local	\$ 3,000.00	Progress
10	3,9	CTE	GENERAL SUPPLIES 21-Gifted & Talented	GT Teacher	Aug - May		GT	\$ 238.00	Progress
11	3,9	CTE-SPED	GENERAL SUPPLIES 23-Special Education	LINC, SEAS, SPED teachers	Aug - May		SPED	\$ 2,391.00	Progress
12	3,9	CTE-LEP	GENERAL SUPPLIES 25-Bilingual	ESL Teachers	Aug - May		Bilingual	\$ 1,052.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Vanessa Tritten

Leadership Director: Hilda Caballero

<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)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will						
	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Progress tracking form, secure tutors, identify and scheduling students	Tutoring after/during school	80% of students that receive tutoring will show progress in Reading and Math between MOY and EOY.				
2 Provide training for teachers	Implement MAP Skills grades 1-5	100% of teachers will integrate MAP Skills into their small group rotations.				
3 Purchase data boards, incentives for Achieve 3000 results	Provide funding for classroom teachers to purchase needed supplies	100% of teachers will have data boards, visuals, student incentives, and materials for their classroom.				
4 Purchase Renaissance Learning AR, Implement computer lab schedule, STAR lunch bunch	Accelerated Reading Program K-5	75% of students will meet their AR goal each six weeks.				
5 Teachers meet in vertical alignment to create strategies	Implement school wide strategies in reading and math	80% of students will show progress in reading and math according to MOY MAP and LevelSet.				
6 Create chart with students names in each category, conference with students		80% of students will show progress in reading according to the Reading placement planning pathway				

7	Purchase novels; students attend club meetings; practice	READING MATERIALS FOR CLASSROOM USE AND BATTLE OF BOOK CLUB FOR STUDENT ENRICHMENT with 3rd - 5th	80% of students in book club will show progress in reading				
8	Purchase materials for classroom use	GENERAL FOR INCREASING ACADEMIC ACHIEVEMENT	80% of students will show progress in reading				
9	Purchase books	Replace and update Library Books	80% of students will show progress in reading				
10	Purchase needed materials for GT students	GENERAL SUPPLIES 21-Gifted & Talented	80% of students in GT will show progress in reading				
11	Purchase needed materials for SPED students	GENERAL SUPPLIES 23-Special Education	80% of students in SPED will show progress in reading				
12	Purchase needed materials for EL students	GENERAL SUPPLIES 25-Bilingual	80% of EL students will show progress in reading				
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Vanessa Tritten

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 - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from			EOY
	Goal 2				EOY
	Goal 3				EOY
	Goal 4				EOY

		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	1, 2	LEP	Form attendance committee	Administration	August			
2	1, 2	LEP	Attendance committee creates school wide incentive plan for chronic absentees	Committee	September			
3	1, 2	LEP	Committee monitors plan and implements incentives	Committee	Sept-May	SCE	\$ 4,824.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Vanessa Tritten

Leadership Director: Hilda Caballero

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

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Sign up sheet with each grade level	Form attendance committee	Our students' overall attendance average will increase by 1.5%.				
2 Meet, create, and implement plan	Attendance committee creates school wide incentive plan for chronic absentees	Our students' overall attendance average will increase by 1.5%.				
3 Purchase needed incentives	Committee monitors plan and implements incentives	Our students' overall attendance average will increase by 1.5%.				
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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: Vanessa Tritten

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 1 training on student academic performance will increase from	50%	70%	December
	Goal 2	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from		95%	
	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	LEP	Assistant principal will meet with 5th grade parents to discuss SSI requirements	Assistant Principal	December				FAMILY
2 10	LEP	PE teacher will administer the Fitnessgram test to all eligible students twice a year	PE teacher and PE assistant	Nov and Feb				HEALTH
3 6	LEP	Parent Liason will hold 3 parent meetings	Parent Liason	Oct-May		Title I	\$ 13,000.00	FAMILY
4 6	LEP	Family Engagement Supplies				Local	\$ 1,000.00	FAMILY
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

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

**Principal: Vanessa Tritten**

**Leadership Director: Hilda Caballero**

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

<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	Parent/family participation in at least 1 training on student academic performance will increase from				70%	
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from				95%	
					0%	
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
1 Sign in sheets, agenda	Assistant principal will meet with 5th grade parents to discuss SSI requirements	20% increase in parent attendance for academic information				
2 Give state required PE test	PE teacher will administer the Fitnessgram test to all eligible students twice a year	95% of students will show gains in their fitness test.				
3 Sign in sheets, agenda	Parent Liason will hold 3 parent meetings	We will have 5% increase in parent attendance				
4 Sign in sheets, agenda	Family Engagement Supplies	We will have 5% increase in parent attendance				
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