Home

Campus:	Principal:	Executive Director:
156-Ridglea Hills ES	Crenesha Cotton	Xavier Sanchez

2018-19 Schoolwide Programs: Campus Improvement Plan

156-Ridglea Hills ES

Principal: Crenesha Cotton

Executive Director: Xavier Sanchez

State Accountability Status

Met Standard

Campus Distinctions

- Top 25% Student Progress
- Academic Achievement in Reading/Language Arts
- Top 25% Closing Achievement Gap
- SELECT A DISTINCTION DESIGNATION
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Campus Mission/Vision Statement

us instruction in a nurturing environment in which all students are actively engaged to becc

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

Click here to see the full Guide to Campus Assurances

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.

2018 -2019 State Accountability Domain Scores	
Domain 1: **Student Achievement**	82
Domain 2: **School Progress**	82
Domain 3: **Closing The Gaps**	89

SBDM Members

Name	Role
Crenesha Cotton	District-Level Staff
Ellen Starr	District-Level Staff
Glenn Cureton	Dist Emp Relations Council Rep
Rachel Harris	Parent
Noel Hulen	Teacher
Jennifer Nevitt	Teacher
Meredith Andersen	Teacher
Michelle Kelly	Additional Appointed Rep
Angelita Colston	Teacher
Christopher Holbert	Community Rep
Srephanie Johnson	Community Rep
Curby Alexander	Parent
Matrail Rogers	Campus Non-Tch Prof
Connie Strieff	Teacher
Claudia Raya	Teacher
Lori Blakley	Teacher
Jean Otto	District-Level Staff
Stacey Myers	Teacher

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: 156 Ridglea Hills Elementary Scho

Principal: Crenesha Cotton

Data Sources Used Make a selection for each by chosing from the								
	No	Graduation	Yes	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	Yes	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	Yes	Other - enter data source here

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	**1.** Low mobility rates, overall high achievement.	**1.** Increase all subgroups to grow by 1-2 years or more by meeting the meets and or masters level of state assessments in reading, writing,	**Monitor all subgroups through classroom visits, feedback conferences with teachers and staff, plcs, data meetings and pd in all content areas that apply.**
Student Achievement	**1.** In regards to student acheivement for reanding, math, science, our achievement gap is slowly closing among all subgroups in areas of reading,	**1.** Increase performance specifically in the area of science in working with all students to perform at more rigorous levels to grow academically over the course of the year.	**Principal and Assistant Principal will attend Greatness: Unleash Potential, Passions and Creative Talents in Students with Cognitive Science for Professional Development.**
School Culture and Climate	**1.** 95-100% of staff and students feel safe and nutured as valued stakeholders in our learning community.	**1.** The acceptance of being a Title I by our learning community has been received well. Our stakeholders are supportive of our students and are pleased with the resources that are received through Title I. We hope to receive resouces to support our	**Engage parents, other family members, and the community to impact academic achievement in all content areas.**
Staff Quality/ Professional Development	**1.** 95% or higher attendance rate for teachers and staff.	**1.** Staff survey indicated vertical planning and alignment for continuity among all grade levels for all content.	**Provide weekly grade level time during the year in staff development for vertical planning in all grades. Provide PLC time for PDSA among all grade levels weekly to monitor work in all content**

Curriculum, Instruction, and Assessment	**1.**	Regular Data & Team meetings to discuss student performance and ways to implement best practices by modifying and adapting instruction to meet diverse classroom needs.	**1.**	Elimating the achievement gap across all subjects for all student populations.	**Providing professional development campus wide using data-driven instruction.**
Family and Community Involvement	**1.**	Strong active PTA, 100% staff and teachers and staff are members of PTA.	**1.**	Looking at areas where more parents can become more involved within the learning community to help with student academic achievement, meeting the social and emotional	**Create social and academic opportunities for family and community members to become more involved in working with identified students that need additional supports in areas of academics and socialization among their peers.**
School Context and Organization	**1.**	Have 45 minute grade level planning times for data meetings, PLCs, and team in grades EEC-5.	**1.**	Ensure fidelity to Achieve 3000, Smarty Ants, TEKS Best Practices in following the curriculum in the classroom.	**Continue to refine the schedule for maximum benefit of rigorous instruction throughout the school day and during tutorials and interventions are being provided to students identified by**

Budget Summary	156-Ridglea Hills ES							
	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
→	$ 45,112	$ 4,944		$ 271	$ 641	$ 4,084	76308	131,360

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Crenesha Cotton

Leadership Director: Xavier Sanchez

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	0	0	0	0	0	0	0	$ -
Campus Needs - Student Achievement	0	0	0	0	0	0	18,500	$ 18,500
Campus Needs	6,288	0	0	0	0	0	0	$ 6,288
Parent/Family Engagement Health Related	0	0	0	0	0	0	37,245	$ 37,245
TOTAL	$ 6,288	$ -	$ -	$ -	$ -	$ -	$ 55,745	$ 62,033
Allocations	45,112	4,944	-	271	641	4,084	76,308	131,360
Percent Budgeted	14%	0%	NA	0%	0%	0%	73%	47%

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: Crenesha Cotton

Leadership Director: Xavier Sanchez

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	**Campus Level** - Student Outcome **Goal** and **Progress Measures** (Baseline-X, Target-Y, Deadline-Z)	Baseline **(BOY)**	**to** Target	**by** Deadline
SMART Goal Student Achievment and Progress	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	53%	60%	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	52%	70%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increse from	63%	75%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	60%	70%	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	60%	70%	EOY

		Alignment	**Expectations**					
	Title I Components	**PBMAS**	**Implementation Action Steps (Target Element Strategies)**	**Person(s) Responsible**	**Timeline**	**PD Code**	**Budget Source**	**Amnt**	**Focus**
1		CTE	Commitment to engage all grade levels in vertical planning twice a month for PLCs to look at different formats of data, monitoring student progress, and action steps will be implemented to increase student achievement in reading. Vertical Planning/Alignment across grade levels, focusing on one specified area during faculty meetings to develop rigorous Tier I instruction campus wide.	Principal, Assist. Principal & Teachers, Learning Model Literacy Coach	All Year	Faculty Mgt			Achievement
2		CTE	Conduct PLCs on reading strategies in using best practices to utilize in the classrooms. Then teachers will monitor best practices that work after strategies have been implemented to increase students academic growth in reading.	Principal, Assist. Principal & Teachers, Learning Model Literacy Coach	All Year	PLC			Progress
3									
4		CTE	Teachers will use accelearation time within instructional schedule to provide differentiation based on students' tiers of reading with . Ex: sggr, project base assignments, etc.	Teachers	All Year				Closing Gaps
5		CTE	Teachers will implement Achieve 3000 and Smarty Ants by ensuring time on the computer is done twice a week and students average activity score is 75% or higher.	Principal, Assist. Principal & Teachers, Learning Model Literacy Coach	All Year	PLC			Achievement
6		CTE	Reading and Math vertical planning for teachers to focus on best practices, teks and alignments to learning standards.	Administration and Teachers	October 24th	Pull-Out		$ 1,350.00	Progress

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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Crenesha Cotton

Leadership Director: Xavier Sanchez

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 53 to 60 percent.	**BOY %**	**MOY %**	**EOY %**	**Target %**	**Difference**
	Students in grades K–1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool	**52.0%**			70%	-18.0%
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading	**63.0%**			75%	-12.0%
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading	**60.0%**			70%	-10.0%

	Action Step Progress Measure	**Implementation Action Steps - Progress (Target Element Strategies)**	**Implementation Evidence**	**BOY Status**	**MOY Status**	**EOY Status**	**Reflections/Feedback (+/Δ)**
1		1-(Achievement) Commitment to engage all grade levels in vertical planning twice a month for PLCs to look at different formats of data, monitoring student progress, and action steps will be implemented to increase student achievement in reading.	Agendas from PLCs, Progress PCP data, and studying student work by October 1st, 2018.	Not Started			
2		2-(Progress) Conduct PLCs on reading strategies in using best practices to utilize in the classrooms. Then teachers will monitor best practices that work after strategies have been implemented to increase students academic growth in reading.	Evidence will be instructional rounds/learning walks and individual feedback	On Target			
3		4-(Closing Gaps) Teachers will use accelearation time within instructional schedule to provide differentiation based on students' tiers of reading with fidelity. Ex: sggr, project base assignments, etc.	Evidence of sggr time block on their schedule and interim assessment data.	On Target			
4		5-(Achievement) Teachers will implement Achieve 3000 and Smarty Ants by ensuring time on the computer is done twice a week and students average activity score is 75% or higher.	Evidence monitoring lessons to ensure tht that teachers are completing lessons by the time specified.	On Target			
5		6-(Progress) Reading and Math vertical planning for teachers to focus on best practices, teks and alignments to learning standards.	Evidence of teachers meeting notes and conference with administration.	On Target			
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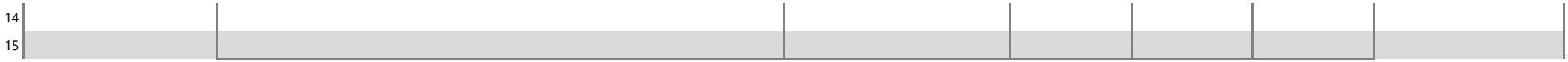
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan — **Campus Needs - Student Achievement Action Plan**

Principal: Crenesha Cotton — **Leadership Director: Xavier Sanchez**

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	Increase performance specifically in the area of science in working with all students to perform at more rigorous levels to grow academically over the course of the year.	68.00%	33.00%	12.00%	78.00%	45.00%	25.00%
	Goal 2	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in Writing will increase from	72.00%	57.00%	21.00%	75.00%	60.00%	25.00%
	Goal 3	(Target Element) Literacy - Percent of students in grade 3-5 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	85.00%	56.00%	35.00%	90.00%	60.00%	40.00%
	Goal 4							

		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		CTE	Journals will be utilized in the classroom for reading and writing for students to track their reading and writing goals and academic performance for growth and progress that are aligned with grade level TEKS.	Principal, Assistant Principal, and Teachers	All Year	After Sch/ PLC			
3									
4									
5		CTE	Teachers will provide meaningful, constructive feedback using the Lucy Caulkins best practices and conduct a teacher writing pull out day after the benchmark assessment.	Writing Teachers and Administration	Feb-19	Pull-Out	Title I	$ 350.00	
6									
7		CTE	Teachers and students will maintain conferencing records: peer formative assessments, examples would be: 1). Compliments during conferencing 2). Suggestions on improvement in writing to enhance mechanics and writing techniques.	Principal, Assistant Principal, and Teachers	All Year	Faculty Mgt			
8									
9		CTE	Vertical Team Pullout for 3-5 Science teachers to vertically plan and develop best practices to increase student achievement and growth that are aligned with grade level TEKS.	Principal, Assistant Principal, and Teachers	September 25th	Pull-Out	Title I	$625.00	
10									

11		CTE	Field Trip for 5th Graders to Camp Carter and Pecan Valley Perot Museum, Dallas Aquarium, and Mammoth Nation Monument/Inner Space Caverns to study science in the "real world" learning environment. All students will be allowed to attend Family Science Night at the Fort Worth Museum.	All Staff and Administration and PTA will also provide funds for field trips - Perot, Dallas Aquarium, Mamoth, and Inner Space Caverns	Nov. 2018 - Mar. 2019	Pull-Out	Title I	$ 900.00	
12			Purchase of Google Chrome Cart to complete assessments for Achieve 3000 and Smarty Ants.	Principal	Oct-18		Title I	$ 11,000.00	
13		CTE	Science Camp for 5th Grade Students to increase student achievement through small group instruction pull out.	5th Grade Teachers and Administration	Apr-19	Pull-Out	Title I	$ 625.00	
14		CTE-LEP	Provide weekly grade level time and in faculty meetings for teachers and staff to vertically plan for reading and writing in all grades. Provide PLC time for all grade levels weekly to monitor and work with students in all areas of Literacy for Reading and Writing.	Principal, Assistant Principal, and Teachers	All Year	Faculty Mgt			
15		CTE	Principal and Assistant Principal will attend Greatness: Unleash Potential, Passions and Creative Talents in Students with Cognitive Science for Professional Development.	Principal and Assistant Principal	Nov. -18	Pull-Out	Title I	$ 5,000.00	

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Crenesha Cotton

Leadership Director: Xavier Sanchez

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
	Increase performance specifically in the area of science in working with all students to perform at more rigorous levels to grow academically over the course of the year.	**68.0%**					
	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in Writing will increase from	**72.0%**					
	(Target Element) Literacy - Percent of students in grade 3-5 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	**85.0%**					

	Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1		Journals will be utilized in the classroom for reading and writing for students to track their reading and writing goals and academic performance for growth and progress that are aligned with grade level TEKS.	Journal Artifacts, Lucy Caulkins PD, Writing Folders and Compostions Scores after Benchmark Assessments.	On Target			
2		Teachers will provide meaningful, constructive feedback using the Lucy Caulkins best practices and conduct a teacher writing pull out day after the benchmark assessment.	Teachers and Administration will meet to before and after the camp to reflect on "glows, grows, and best practices."	On Target			
3		Teachers and students will maintain conferencing records: peer formative assessments, examples would be: 1). Compliments during conferencing 2). Suggestions on improvement in writing to enhance mechanics and writing techniques.	Conferencing records will be maintained and Administration will monitor through walkthroughs to provide feedaback and coaching.	On Target			
4		Vertical Team Pullout for 3-5 Science teachers to vertically plan and develop best practices to increase student achievement and growth that are aligned with grade level TEKS.	Administration will monitor through walkthroughs to provide feedaback and coaching.	Completed			

5		Field Trip for 5th Graders to Camp Carter and Pecan Valley Perot Museum, Dallas Aquarium, and Mammoth Nation Monument/Inner Space Caverns to study science in the "real world" learning environment. All students will be allowed to attend Family Science Night at the Fort Worth Museum.	Teachers and Administration will meet to before and after the camp to reflect on "glows, grows, and best practices."	On Target			
6		Science Camp for 5th Grade Students to increase student achievement through small group instruction pull out.	Teachers and Administration will meet to before and after the camp to reflect on "glows, grows, and best practices."	On Target			
7		Provide weekly grade level time and in faculty meetings for teachers and staff to vertically plan for reading and writing in all grades. Provide PLC time for all grade levels weekly to monitor and work with students in all areas of Literacy for Reading and Writing.	Agendas from Faculty Meeting and PLCs, Learning walks, and feedback shared with the campus. Also meet with Equity Team and PBIS Plan.	On Target			
8		Principal and Assistant Principal will attend Greatness: Unleash Potential, Passions and Creative Talents in Students with Cognitive Science for Professional Development.	Principal and Assistant Principal will provide professional development for faculty and staff.	January 8th and or on Feb. 1, 2019			
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan | **Campus Needs - Student Achievement Action Plan**

Principal: Crenesha Cotton | **Leadership Director: Xavier Sanchez**

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	PBIS - Percentage of unduplicated count of students referred as documented in FWISD Cycle Reports will decrease from 40% to 30%.	40%	30%	EOY
	Goal 2	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 95% to 97%.	95%	97%	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		CTE	Attendance committee will meet monthly to analyze attendance plan on ways to increase student attendance utilizing best practices.	Teachers and Administration	Oct-May 2019		Local	$ 6,288.00	
2									
3		CTE	Increase teacher cultural awareness on learning and growth mindset in faculty meeting through profressional development to focus on PBIS by leveraging honorable charcater traits campus wide.	Teachers and Administration	All Year	Faculty Mgt/PLC			
4			Build a postive school culture through equity work and campus wide incentives.	Teachers, Equity Team, and Administration	All Year	Faculty Mgt/PLC			
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Crenesha Cotton

Leadership Director: Xavier Sanchez

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

	Progress Monitoring (Target Element Systems)	**BOY %**	**MOY %**	**EOY %**	**Target %**	**Difference**
Focus **SMART Goal (Target Element)**	PBIS - Percentage of unduplicated count of students referred as documented in FWISD Cycle Reports will decrease from 40% to 30%.	**40.0%**			30%	10.0%
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 95% to 97%.	**95.0%**			97%	-2.0%
					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		1-() Attendance committee will meet monthly to analyze attendance plan on ways to increase student attendance utilizing best practices.	Attendance Meeting Minutes and Student Incentive Plan will be monitored.	On Target			
2		3-() Increase teacher cultural awareness on learning and growth mindset in faculty meeting through profressional development to focus on PBIS by leveraging honorable charcater traits campus wide.	PLCs and Equity Team Agendas provided by teachers and administration.	On Target			
3		4-() Build a postive school culture through equity work and campus wide incentives.	Equity Team Agendas and Implementation of PBIS Plan	On Target			
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan — **Family/Community Engagement and Health Related Action Plan**

Principal: Crenesha Cotton — **Leadership Director: Xavier Sanchez**

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

		REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL REQUIRED ONE HEALTH RELATED GOAL	Baseline (BOY)	to Target	by Deadline
Focus SMART Goal	Goal 1	Increase parent and community awareness of the academic expectations of the campus through SDBM Meetings, PTA Meetings, and Instructional Academic Nights.	50%	75%	1-May
	Goal 2	Percentages of health required lessons will increase from 30 lessons to 40 lessons for students.	50%	75%	1-May
	Goal 3 (Optional)				
	Goal 4 (Optional)				

			Alignment		Expectations					
	Title I Component	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	ex. 1, 3,	CTE	Concuct Monthly SBDM Meetings to inform parents of academic expectations, current best practices, and input that are aligned with campus's mission and vision.	Principal, AP, and Family Communication Specialist	Monthly		Title I	$34,745	
2		CTE	Conduct Monthly PTA meetings to address information and receive input from parents about the learning community and student achievement.	Principal, AP, Family and Communication Specialist	Monthly		Title I	$ 2,500.00	
3		CTE	Conduct PLC with heath teachers and p.e. staff to discuss ways of implementation of rigorous health lessons to provide to all students.	Administration, Counselor, Teachers and P.E. Staff	Oct. 2019				
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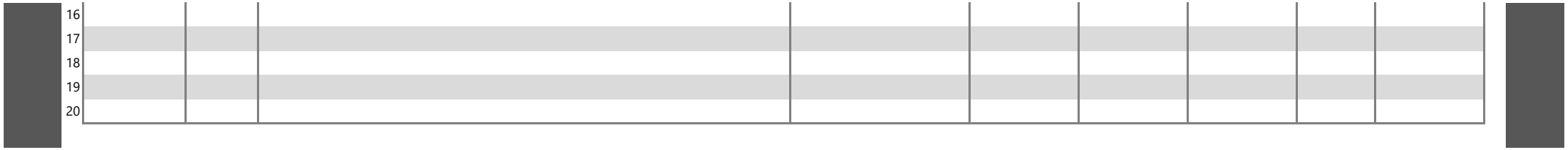
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Crenesha Cotton

Leadership Director: Xavier Sanchez

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**
	Increase parent and community awareness of the academic expectations of the campus through SDBM Meetings, PTA Meetings, and Instructional Academic Nights.	**50.0%**			75%	-25.0%
	Percentages of health required lessons will increase from 30 lessons to 40 lessons for students.	**50.0%**			75%	-25.0%
					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		Concuct Monthly SBDM Meetings to inform parents of academic expectations, current best practices, and input that are aligned with campus's mission and vision.	Submission of SBDM Agenda Minutes	On Target			
2		Conduct Monthly PTA meetings to address information and receive input from parents about the learning community and student achievement.	Submission of PTA Agenda Minutes	On Target			
3		Conduct PLC with health teachers and p.e. staff to discuss ways of implementation of rigorous health lessons to provide to all students.	Submission of PLC Agendas with Health Teachers and Wellness Committee	On Target			
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