

149-North Hi Mount ES

Myrna Blanchard

Xavier Sanchez

2018-19 Schoolwide Programs: Campus Improvement Plan

149-North Hi Mount ES

Principal: Myrna Blanchard

Executive Director: Xavier Sanchez

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Student Progress

Top 25% Closing Achievement Gap

Academic Achievement in Reading/Language Arts

Academic Achievement in Math

Postsecondary Readiness

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

are prepared for today's global society by providing rigorous, meaningful instruction, in a s

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 | 85 |
| Domain 2: School Progress | 85 |
| Domain 3: Closing The Gaps | 100 |

SBDM Members

| Name | Role |
|------------------|--------------------------------|
| Lynette Kile | Parent |
| Emily Norris | Parent |
| Shannon McOwen | Parent |
| Diana Mendoza | Parent |
| Sam Hobbs | Dist Emp Relations Council Rep |
| Isis Hargrave | Teacher |
| Sage Valmores | Teacher |
| Heather Key | Teacher |
| Babith Garner | Campus Non-Tch Prof |
| Elizabeth Kelz | Dist Emp Relations Council Rep |
| Jeimie Rodriguez | District-Level Staff |
| Jimmy Thomas | Business Rep |
| Kris Savage | Community Rep |
| Yvette Franklin | Community Rep |
| Margaret Harris | Business Rep |
| Myrna Blanchard | Additional Appointed Rep |
| | 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: North Hi Mount

Principal: Myrna Blanchard

| | | | | | | |
|--|-------------------------------------|--|---------------------------------|---|--|--------------------------------|
| Data Sources Used Make a selection for each by choosing from the | No | Graduation | No | Feeder Pattern Analysis | No | Data Accuracy |
| | No | Attendance | No | Cohort Analysis | No | Surveys |
| | No | Discipline | No | Support Systems | No | Fund Balance |
| | No | Instruction | No | Intervention Services | No | Recruit & Retain Quality Staff |
| | No | Curriculum | No | Dropout Identification | No | VOC-Customer Feedback |
| No | Student Data | No | Achievement Gap | No | Other - enter data source here | |
| Area Reviewed | Summary of Strengths | | Summary of Needs | | Priorities | |
| | What were the identified strengths? | | What were the identified needs? | | What are we going to intervene? If addressed, this need will create the most impact. | |
| Demographics | 1. | North Hi Mount is a diverse campus made up of 48% Hispanic, 28% Caucasian, and 20% African American students, 4% Asian | 1. | Achievement Gap in 3rd and 4th grade cohort between white students and AA/Hispanic. | 1. Aligned instructional practices in all grade levels across content areas to increase student achievement. 2. Increase parental awareness of school-wide academic and behavioral supports at the campus. 3. Emphasize SEL practices school-wide and in classrooms. 4. | |
| | 2. | Very few achievement gaps between groups at most grade levels. | 2. | NHM designated as a FOCUS school for most subgroups not meeting federal 87% standard in math and reading | | |
| | 3. | GT & Talent pool analysis yielded an increase in varied demographic groups represented more accurately according to overall school enrollment. | | | | |
| Student Achievement | 1. | North Hi Mount met standard on STAAR the 2017-2018 school year. | 1. | The ED rate is dropping about 10%+ each year that contributes to more challenging cohorts of schools as a comparison group. | | |

| | | | |
|--|---|--|---------------------|
| | <p>2. Overall High Achievement with reading levels and reading lexile growth.</p> <p>3. Overall high percentile ranking compared to other FWISD schools on most benchmarks.</p> | <p>2. 4th, and 5th grade ELL students are lower than other students on state exams.</p> <p>3. Continued refinement of student work and data protocols to increase student achievement.</p> | <p>5.</p> <p>6.</p> |
| School Culture and Climate | <p>1. Informal surveys show teachers have a great deal of pride with our school. Surveys are still forthcoming regarding school climate and culture.</p> | <p>1. There continues to be some stress among the staff.</p> | 7. |
| | <p>2. Lead4Ward training highly rated, because strategies were taught while accessing the free resources.</p> | <p>2. Refinement of communication systems by administration to staff and teachers.</p> | 8. |
| | <p>3. Revival of school spirit</p> | | 9. |
| Staff Quality/ Professional Development | <p>1. Surveys are still forthcoming regarding current year PD and future year PD needs.</p> | <p>1. African American Males make up the largest percentage of office referrals (60%) or discipline problems, even though the AA demographic is our smallest demographic (20%).</p> | 10. |
| | | | |
| | | | |
| Curriculum, Instruction, and Assessment | <p>1. CEIP aligned with our 3 campus foci: Vertical Articulation, PBIS, Differentiation for 2017-2018</p> | <p>1. CEIP plan lacking data alignment in prek-1st for reading growth since iStation was phased out.</p> | |
| | <p>2. CEIP plan aligned focus with writing and small group guided reading.</p> | | |
| | | | |

| | | |
|---|---|---|
| Family and Community Involvement | 1. North Hi Mount has an active PTA with 200 members. The PTA is in the process of earning over \$30,000 for our campus an increase of almost \$10,000 from the previous year. | 1. Has been a challenge to engage some of our Spanish-speaking and minority families to our PTA. The PTA board is not reflective of the school population. |
| | 2. Continued partnerships with Kids Hope, Read to Win, Good News Club, and Junior Achievement. | 2. Outreach to newly acquired volunteers is missing as well as a point person to welcome, train, and schedule them. |
| | | |
| School Context and Organization | 1. Implementation of mindfulness session for K, 1st | 1. Continued PD on refining PLC practices to increase teacher leader capacity. |
| | 2. GT pullout during PLC pullouts with library and the counselor has eliminated an additional day of pullouts. | |
| | 3. Before and after school daycare is very successful. | |

| | | 149-North Hi Mount ES | | | | | | |
|----------------|-------------------|-----------------------|-----|-----------|-------------------|-------------------|-----------|--------|
| Budget Summary | Local | SCE | CTE | Bilingual | Gifted & Talented | Special Education | Title I | TOTAL |
| | (Basic Allotment) | | | | | | | |
| | \$ 23,239 | \$ 3,168 | | \$ 348 | \$ 418 | \$ 824 | \$ 57,621 | 85,618 |

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Myrna Blanchard

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 | 3,168 | 0 | 0 | 0 | 824 | 48,655 | \$ 52,647 |
| Campus Needs - Student Achievement | 0 | 0 | 0 | 348 | 418 | 0 | 635 | \$ 1,401 |
| Campus Needs | 0 | 0 | 0 | 0 | 0 | 0 | 1,361 | \$ 1,361 |
| Parent/Family Engagement Health Related | 0 | 0 | 0 | 0 | 0 | 0 | 8,280 | \$ 8,280 |
| TOTAL | \$ - | \$ 3,168 | \$ - | \$ 348 | \$ 418 | \$ 824 | \$ 58,931 | \$ 63,689 |
| Allocations | 23,239 | 3,168 | - | 348 | 418 | 824 | 57,621 | 85,618 |
| Percent Budgeted | 0% | 100% | NA | 100% | 100% | 100% | 102% | 74% |

| 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

Principal: Myrna Blanchard

Student Outcome Goals Action Plan

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 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 | 84% | 88% |
| 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 | 84% | | EOY |
| 1.2a | Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from | | | EOY |
| 1.2b | Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from | 69% | | 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 | 1% | | 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, 9 | LEP | Differentiation for all student via implementation of SGGR/use of leveled readers with special emphasis on closing achievement gaps. Additional instructional support for T2/T3 in pull-out small groups. | Teachers, Title 1 Teacher (0.5 FTE) | 2.5 days/wk | | Title I | \$ 47,345.00 | Closing Gaps |
| 2 | 2, 9 | SPED | School-wide utilization of data recording for literacy: Achieve 3000 program with 75% or higher scores & 2 lessons per week, F&P reading levels, and Accelerated Reader. Every 3rd PLC focused on student data in literacy. | Teachers, Instructional Coach, Admin | ongoing | | Title I | \$ 1,310.00 | Progress |
| 3 | 4 | | Focused professional development of reading teachers with a focus on closing achievement gaps in SGGR, Tier 1 Instruction, and FWISD Learning Model/Best Practices to include use of TEKS aligned resources and question stems. | Teachers, Special Education Teachers, Admin | Monthly | PLC | SPED | \$ 824.00 | Closing Gaps |
| 4 | 2, 8 | | Focused PD to continue refinement of PLC protocols to address campus needs in teaching and learning following walkthrough feedback trends. PLC cycle of 4 weeks: Broad planning/backwards design, Short-term planning with TEKS/SE's, Review and analysis of student data and student work, RTI/Professional development. PD will include training in the following: FWISD learning model, PLC Institute, campus PLC protocols, and aligning Tier1 instruction and assessment (consultant). | Teachers, Instructional Coach, Admin | 2x/month | PLC | SCE | \$ 3,168.00 | Tchr/Staff Quality |

| | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Myrna Blanchard

Student Outcome Goals Progress Monitoring

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 84 to 88 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 | | 84.0% | | | 0% | 84.0% |
| Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading | | 69.0% | | | 0% | 69.0% |
| Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading | | 1.1% | | | 0% | 1.1% |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|------------------------------|--|--|------------|------------|------------|----------------------------|
| 1 | 1-() Differentiation for all student via implementation of SGGR/use of leveled readers with special emphasis on closing achievement gaps. Additional instructional support for T2/T3 in pull-out small groups. | Walkthroughs, pullout list, RTI | On Target | | | |
| 2 | 2-() School-wide utilization of data recording for literacy: Achieve 3000 program with 75% or higher scores & 2 lessons per week, F&P reading levels, and Accelerated Reader. Every 3rd PLC focused on student data in literacy. | Electronic data wall, student trackers, student data binders | On Target | | | |
| 3 | 3-() Focused professional development of reading teachers with a focus on closing achievement gaps in SGGR, Tier 1 Instruction, and FWISD Learning Model/Best Practices to include use of TEKS aligned resources and question stems. | Sign in, agenda, 905s | On Target | | | |
| 4 | 4-() Focused PD to continue refinement of PLC protocols to address campus needs in teaching and learning following walkthrough feedback trends. PLC cycle of 4 weeks: Broad planning/backwards design, Short-term planning with TEKS/SE's, Review and analysis of student data and student work, RTI/Professional development. PD will include training in the following: FWISD learning model, PLC Institute, campus PLC protocols, and aligning Tier1 instruction and assessment (consultant). | PLC agendas, PLC minutes | On Target | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Myrna Blanchard

Campus Needs - Student Achievement Action Plan

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 | Campus Needs Goals and Measures (Baselines-X and Targets-Y) | | Baseline (BOY) | | | Target (EOY) | | |
|------------------------------------|---|--|----------------|-------------------|------------------------|--------------|-------------------|------------------------|
| | | | Approaches | Meets or Expected | Masters or Accelerated | Approaches | Meets or Expected | Masters or Accelerated |
| SMART Goal Campus Priorities | Goal 1 | Student Progress - Percent of students meeting or exceeding expected growth in 4th grade Math will increase from 74% to 79% | 89% | 59% | 37% | 94% | 64% | 42% |
| | Goal 2 | Student Progress - Percent of students meeting or exceeding expected growth in 5th grade Math will increase from 72% and 77% | 86% | 61% | 29% | 91% | 66% | 34% |
| | 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 | 8 | SPED | Analyze MAP growth in PLCs by vertical teams K/1st, 2nd/3rd, 4th/5th | Teachers, Admin | ongoing | PLC | | Progress | |
| 2 | 2, 8 | | Vertical articulation for PK/K, 1st/2nd, 3rd/4th/5th in faculty meetings | Teachers, Admin | ongoing | Faculty Mgt | | Closing Gaps | |
| 3 | 4 | | PD review of online resources- Xtra Math, Zearn, Prodigy | Math Lead | Sept, Jan | Faculty Mgt | | Tchr/Staff Quality | |
| 4 | 4 | | PD and collaboration of FWISD learning model & instructional best practices | Instructional Coach | ongoing | PLC | GT | \$ 418.00 | Tchr/Staff Quality |
| 5 | 9 | LEP | Student tracking of personal math data for interim assessments & benchmarks | Teachers, Admin | ongoing | | Bilingual | \$ 348.00 | Closing Gaps |
| 6 | 9 | | Provide small group tiered instruction during the school day and after-school tutoring in math to increase math achievement with special emphasis on closing achievement gaps | Teachers | March | | Title I | \$ 635.00 | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Myrna Blanchard

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 |
| | Student Progress - Percent of students meeting or exceeding expected growth in 4th grade Math will increase from 74% to 79% | | | | | | |
| Student Progress - Percent of students meeting or exceeding expected growth in 5th grade Math will increase from 72% and 77% | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|---------------------------------|---|---|------------|------------|------------|----------------------------|
| 1 | Analyze MAP growth in PLCs by vertical teams K/1st, 2nd/3rd, 4th/5th | Tracking form | On Target | | | |
| 2 | Vertical articulation for PK/K, 1st/2nd, 3rd/4th/5th in faculty meetings | Sign in sheet, PLC & Faculty meeting Agenda | On Target | | | |
| 3 | PD review of online resources- Xtra Math, Zearn, Prodigy | Sign in sheet, PLC & Faculty meeting Agenda | On Target | | | |
| 4 | PD and collaboration of FWISD learning model & instructional best practices | Sign in sheet, PLC & Faculty meeting Agenda | On Target | | | |
| 5 | Student tracking of personal math data for interim assessments & benchmarks | Sign in sheet, PLC & Faculty meeting Agenda | On Target | | | |
| 6 | Provide small group tiered instruction during the school day and after-school tutoring in math to increase math achievement with special emphasis on closing achievement gaps | Classroom schedules, Xtra duty timesheets | On Target | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Myrna Blanchard

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 | Science - Percent of students in 5th grade Science performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase from 75/25/5 to 80/30/10 | | | 75% | 80% | 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 | 2, 8 | Vertical articulation for PK/K, 1st/2nd, 3rd/4th/5th in faculty meetings on science instruction best practices (journaling, hands-on experiments, vocabulary development) | Teachers, Admin | ongoing | PLC | | | |
| 2 | 4 | PD review of online resources- STEMScopes | Science Lead | Oct, Feb | Faculty Mgt | | | |
| 3 | 4 | PD and collaboration of FWISD learning model & instructional best practices | Instructional coach | ongoing | Faculty Mgt | | | |
| 4 | 4 | Provide time for teachers to observe colleagues (shared personal practice) | Teachers, Admin | rotating schedule, ongoing | Pull-Out | Title I | \$ 1,361.00 | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Myrna Blanchard

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 | |
|---|---|-------|-------|-------|----------|------------|--|
| | Science - Percent of students in 5th grade Science performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase from 75/25/5 to 80/30/10 | | | | | 80% | |
| | | | | | | 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-() Vertical articulation for PK/K, 1st/2nd, 3rd/4th/5th in faculty meetings on science instruction best practices (journaling, hands-on experiments, vocabulary development) | Sign in sheet, PLC & Faculty meeting Agendas | On Target | | | |
| 2 | 2-() PD review of online resources- STEMScopes | Sign in sheet, PLC & Faculty meeting Agenda | On Target | | | |
| 3 | 3-() PD and collaboration of FWISD learning model & instructional best practices | Sign in sheet, PLC & Faculty meeting Agendas | On Target | | | |
| 4 | 4-() Provide time for teachers to observe colleagues (shared personal practice) | Sign in sheet, Agendas, Exit ticket | On Target | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Myrna Blanchard

Leadership Director: Xavier Sanchez

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 0 to 1 | 0% | 100% | 1-Jun |
| | Goal 2 | Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from 90% to 100% | 90% | 100% | 1-Jun |
| | 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 | Parent educator outreach meetings to include topics: parent access, academic programs online, understanding grading/assessment reports, communication with teachers, reading at home, state assessments, GT, parent engagement opportunities, extra-curricular clubs and events. | Parent Liaison, Title 1 Specialist, Admin | Ongoing | | Title I | \$ 8,280.00 | FAMILY |
| 2 | 6 | Utilize parent outreach tracker template to document & organize events | Parent Liaison, Title 1 Specialist, Admin | Ongoing | | | | FAMILY |
| 3 | 10 | Review with campus wellness coordinator activities, due dates and reflection of events. | PE Teacher, Admin | Ongoing | | | | HEALTH |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |
| 16 | | | | | | | | |

| | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|
| 17 | | | | | | | | | |
| 18 | | | | | | | | | |
| 19 | | | | | | | | | |
| 20 | | | | | | | | | |

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Myrna Blanchard

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 |
|--|---|--------------|--------------|--------------|-----------------|-------------------|
| | Parent/family participation in at least 1 training on student academic performance will increase from 0 to 1 | | | | 100% | |
| | Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from 90% to 100% | | | | 100% | |
| | | | | | 0% | |
| | | | | | 0% | |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|---|--|--------------------------------|-------------------|-------------------|-------------------|-----------------------------------|
| 1 | Parent educator outreach meetings to include topics: parent access, academic programs online, understanding grading/assessment reports, communication with teachers, reading at home, state assessments, GT, parent engagement opportunities, extra-curricular clubs and events. | Sign in sheet, Agendas | On Target | | | |
| 2 | Utilize parent outreach tracker template to document & organize events | Data tracker | On Target | | | |
| 3 | Review with campus wellness coordinator activities, due dates and reflection of events. | Sign in sheet, Agendas | On Target | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |