

127-CC Moss ES

Charla Staten

Shawn Buchanan

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 127-CC Moss ES

Principal: Charla Staten

Executive Director: Shawn Buchanan

## State Accountability Status

**Met Standard**

### Campus Distinctions

Top 25% Closing Achievement Gap

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

### Campus Mission/Vision Statement

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

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

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

**YES** the Texas Education Code;

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

**YES** Priority / Turnaround Plans

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

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

## 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	65
Domain 2: <b>School Progress</b>	85
Domain 3: <b>Closing The Gaps</b>	78

## SBDM Members

Name	Role
Tivia Devonish	Additional Appointed Rep
Mocha Roberts	Campus Non-Tch Prof
Regina Blair	Teacher
Michael Benson	Teacher
Lexa Richmond	Teacher
Arlinda Brown	Teacher
Latonya Copeland	District-Level Staff
Mary Juarez	Parent
Eartha Nelms	Parent
	Select
Jackie Taylor	Community Rep
Glenda Perry	Community Rep
Gregory Franklin	Business Rep
Jack Crane	Business Rep
Jasandra Shaw	Additional Appointed Rep
	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:** Christene C. Moss Elementary

**Principal:** Charla Staten

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	No	Intervention Services	Yes	0...
	Yes	Curriculum	No	Dropout Identification	No	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.	The mobility rate on the campus is at 16.7%.	1.	Students in Prek and Kinder have an average of 91% attendance rate with a campus average of 95%.	<b>1. Increase all student's proficiency in English Language Arts.</b>  <b>2. Increase the use of data and monitor it impacts on instruction</b> <b>3. Increase attendance rate by 3% in all grade</b> <b>4. Increase the family engagement in regards to learning district and campus expectations.</b>	
<b>Student Achievement</b>	1.	The campus made double digit gains in math, writing and science in ALL student groups.	1.	Reading decreased in all subgroups according to STAAR data	5.	
	2.	Due to consistent professional learning, students in 1st-2nd are consistently receiving	2.	Students lack proficiency in writing consistently amongst all grade levels.	6.	
<b>School Culture and Climate</b>	1.	According to the Campus Based Surveys, staff morale has increased and is stated the	1.	According to the discipline data, 35% of the students are need in social skills lessons to help with conflict resolution	7.	
					8.	
					9.	

<b>Staff Quality/ Professional Development</b>	1.	Staff seeks professional development according to their individual needs.	1.	Currently there are 8 teachers with 0-5 years of experience within the primary grade levels, continuous professional development and peer coaching is	<b>10.</b>
	2.		2.	Teachers attend professional development throughout the school year, but little to no evidence is	
<b>Curriculum, Instruction, and Assessment</b>	1.	Data meetings are held to disaggregate data and plan for targeted instruction to address	1.	DLE students have limited experience with Spanish literature.	
			2.	Teachers provide limited access to review or reteach lowest Student Expectations based on the Mastery of	
<b>Family and Community Involvement</b>	1.	Throughout the year, we have consistently had at least 2 Family Nights per semester with	1.	Parents are unaware of the academic goals of the school and the student's individual goals.	
	2.	There has been a 10% increase in parent volunteers.	2.	There is a lack of parent volunteers in different capacities to help support the campus and limited male presence	
<b>School Context and Organization</b>	1.	Scheduled PLC's and RTI meetings to ensure continuity	1.	Increase in student participation of interest clubs enrichment activities.	
	2.		2.	Increase effective teacher and parent	

	→ 127-CC Moss ES							
<b>Budget Summary</b>	<b>Local</b> (Basic Allotment)	<b>SCE</b>	<b>CTE</b>	<b>Bilingual</b>	<b>Gifted &amp; Talented</b>	<b>Special Education</b>	<b>Title I</b>	<b>TOTAL</b>
	\$ 24,044	\$ 3,432		\$ 584	\$ 209	\$ 1,970	\$ 112,842	143,081

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

**Budget Summary**

Principal: Charla Staten

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	7,200	0	0	584	0	1,970	17,400	\$ 27,154
Campus Needs - Student Achievement	5,500	3,432	0	0	209	0	89,320	\$ 98,461
Campus Needs	5,450	0	0	0	0	0	0	\$ 5,450
Parent/Family Engagement Health Related	5,968	0	0	0	0	0	5,600	\$ 11,568
<b>TOTAL</b>	<b>\$ 24,118</b>	<b>\$ 3,432</b>	<b>\$ -</b>	<b>\$ 584</b>	<b>\$ 209</b>	<b>\$ 1,970</b>	<b>\$ 112,320</b>	<b>\$ 142,633</b>
<b>Allocations</b>	<b>24,044</b>	<b>3,432</b>	<b>-</b>	<b>584</b>	<b>209</b>	<b>1,970</b>	<b>112,842</b>	143,081
<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					\$ 35,000.00		\$ 35,000.00
Allocations	Student Outcome							25,000
	Student Achievement							5,000
	Campus Needs							200
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Charla Staten

## Student Outcome Goals Action Plan

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 - 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	43%	58%
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	50%	65%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	10%	85%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	38%	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	63%	80%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	4	Provide Professional Development on Deconstructed Learning Objectives and Measureable Objectives	Teachers, Instructional Coaches, and Administration	Aug-Oct	Faculty Mgt	Title I	\$ 1,000.00	Tchr/Staff Quality
2	4	Provide Achieve 3000 training to teachers for effective implementation	Teachers, Instructional Coaches, Data Analyst, and Administrators	Aug-Oct	Pull-Out	Title I	\$ 1,000.00	Tchr/Staff Quality
3	2,8,9	Provide training with implementation of Weekly Data Meetings using the Paul Bambrick Protocols and Best Instructional Practices.	Teachers, Instructional Coaches, Data Analyst, and Administrators	Aug-Oct	Pull-Out/ PLC	Local	\$ 1,000.00	Achievement
4	4, 9	CTE-LEP Provide training on Neuhaus and Estrilleta Literacy Instruction to provide foundational reading skills	Teachers, Instructional Coaches, and Administrators	Aug-Feb	Pull-Out	SPED	\$ 1,970.00	Tchr/Staff Quality
5	5	Provide Coaching for Neuhaus instruction for best instructional practices	Neuhaus Coach, Teachers, Instructional Coaches, and Administrators	Oct-May	PLC	Local	\$ 1,000.00	Tchr/Staff Quality
6	2	Provide incentives for students who have met their semester within Smarty Ants and Kid Biz	Teachers, Instructional Coach, Administrator	Oct- May	Faculty Mgt	Local	\$ 1,000.00	Closing Gaps
7	10	Provide headphones and other electronic devices for usage of district mandated technology software	Technology Coordinator	Nov-Dec	After Sch	Local	\$ 4,200.00	Culture and Climate

8	7,9,10		Implement Accerlerated Reader to promote the literacy for Kindergarten through Fifth Grade	Librarian, Teachers, and Administrators	Sept-May	Faculty Mgt	Title I	\$ 3,800.00	Closing Gaps
9	1,9		Implement LLI and SIL Intervention	Librarian, Teachers, and	Sept-May	Faculty Mgt	Other	\$ 15,000.00	Closing Gaps
10	8		Conduct benchmark testing for reading levels utilizing Fountas and Pinnell	Teacher, Instructional Coaches, and Administrators	Sept-May	Faculty Mgt/PLC	Other	\$ 10,000.00	Achievement
11	8		Push In and pull out tutors to support best instructional practices	Teacher, Instructional Coaches, and Administrators	Sept-May		Title I	\$ 10,100.00	Closing Gaps
12	2,3		Planning Sessions for instructional planning calendars and PLC discussion	Teacher, Instructional Coaches, and Administrators	Sept-May	Pull-Out	Title I	\$ 1,500.00	Achievement
13	9	LEP	Provide instructional materials and PLC's in Spanish for DLE classes	Teacher, Instructional Coaches, and Administrators	Sept- Feb		Bilingual	\$ 584.00	Achievement
14									
15									

# 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Charla Staten

# Student Outcome Goals Progress Monitoring

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 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 43 to 58 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				65%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				85%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				80%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Classroom observations will be conducted by school administrators that focus on implementation and effectiveness of Learning Objectives and Measurable Objectives	1-(Tchr/Staff Quality) Provide Professional Development on Deconstructed Learning Objectives and Measureable Objectives	Teachers will align learning objectives and instruction daily and utilize IPC's to demonstrate deconstructed TEKS which will be documented in Strive Observations and Feedback Conferences				
2 Classroom observations will be conducted by school administrators that focus on the lesson structure of Achieve 3000.	2-(Tchr/Staff Quality) Provide Achieve 3000 training to teachers for effective implementation	Weekly reports given to administrators monitoring the students progress with 100% of the teachers tracking student's reading levels in class while student track within their data folders.				
3 Conduct weekly/biweekly data meetings to discuss student progress based by TEKS and reteaching	3-(Achievement) Provide training with implementation of Weekly Data Meetings using the Paul Bambrick Protocols and Best Instructional Practices.	Campus Data Binder will contain data reports detailing the students who are in need of assistance and skills that will need to be retaught.				
4 Teachers will implement the components of Neuhaus and Estrileta that focus on literacy foundational skills.	4-(Tchr/Staff Quality) Provide training on Neuhaus and Estrilleta Literacy Instruction to provide foundational reading skills	100% of the teacher will implement best practices of the program with 100% fidelity. This will be tracked through STRIVE documentation and coaching walkthroughs.				

5	Coaches will provide feedback on best instructional practices.	5-(Tchr/Staff Quality) Provide Coaching for Neuhaus instruction for best instructional practices	A schedule and feedback will be given to the teachers in which will outline the needs for improvement.				
6	Planned incentives for students who meet monthly goals	6-(Closing Gaps) Provide incentives for students who have met their semester within Smarty Ants and Kid Biz	Students will earn Moss Bucks and will go to the school store biweekly.				
7	Planned agendas and calendar prior to the meeting with action	7-(Culture and Climate) Conduct effective Professional Learning Communities that focus on Professional Learning and Data which will be facilitated by the Data Analyst.	PLC Agenda and notes will be taken with follow up action steps.				
8	Track students growth for BOY, MOY, and EOY in which students will check out books according to their level.	8-(Closing Gaps) Implement Accelerated Reader to promote the literacy for Kindergarten through Fifth Grade	Librarian will present monthly data reports to ensure fidelity and implementation of the AR program				
9	Teachers will implement the components of LLI and SIL to fidelity through daily small group instruction.	#REF!	Increase student's reading level with teacher's inputting student's progress monitoring data in a campus wide shared document.				
10	Teachers will track students levels in shared document in which will be utilized to group students for SGGR.	10-(Achievement) Conduct benchmark testing for reading levels utilizing Fountas and Pinnell	Increase of student's reading level with monitoring of levels in shared document. Parent note will go home BOY, MOY, EOY..				
11	Track student growth with progress measures of BOY, MOY, and EOY	11-() Push In and pull out tutors to support best instructional practices	Tutors will monitor student progress in which they will track student progress.				
12	Teacher will plan for the six weeks in order to develop effective plans	12-(Achievement) Planning Sessions for instructional planning calendars and PLC discussion	Teacher attendance at Lifelines Help Sessions and teachers will facilitate PLC's.				
13	Teacher will utilize instructional materials in small group instruction	13-() Provide instructional materials and PLC's in Spanish for DLE classes	Teachers will utilize anecdotal notes to keep track of students progress and next steps.				
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# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Charla Staten

## 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	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%	35%	16%	76.00%	45.00%	20.00%
Goal 2	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will		44%	24%	4%	65%	25%	10%
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	1,3	CTE	Provide Professional Learning on the Campus and District Writing	Teachers, Instructional	Aug- Sept	Faculty Mgt	Other	\$ 5,000.00	Culture and Climate
2	8,9		Provide training to the teachers with ALL In Learning for 1st-5th Grade	Teachers, Instructional Coaches, and Administrators	Sept-Oct	PLC	Title I	\$ 1,000.00	Tchr/Staff Quality
3	3,4	CTE	Conduct effective Professional Learning Communities that focus on Professional Learning and Data which will be facilitated by the Data Analyst.	Teachers, Instructional Coaches, and Administrators	Aug-May	PLC	Title I	\$ 77,320.00	Closing Gaps
4	8,9		Utilize All In Learning Clickers and other software to track student progress with the Weekly Learning Objectives.	Teachers, Instructional Coaches, and Administrators	Oct-June	Pull-Out/ PLC	Title I	\$ 5,000.00	Progress
5	4		Provide writing training for teachers utilizing Lucy Calkins writing series.	Teachers, Instructional Coaches, and Administrators	Aug-December	Pull-Out	Local	\$ 500.00	Tchr/Staff Quality
6	9		Utilize teachers to support Tier III and Tier II students with after school tutorials and Saturday Enrichment Camp.	Teachers, Instructional Coaches, and Administrators	Jan-April	After Sch	SCE	\$ 3,432.00	Closing Gaps
7	4		Conduct English Language Arts PLC's to reflect best instructional practices and next steps	Teachers, Instructional Coaches and Administrators	Sept-May	PLC	Title I	\$ 6,000.00	Closing Gaps
8	4	CTE-SPED	Provide registration fee for staff to attend professional development in the areas of their content that support the district and campus goals.	Teachers, Instructional Coaches and Administrators	Sept-June		Local	\$ 5,000.00	Tchr/Staff Quality

9	4	Utilize hands on learning in all content areas in which the students will have to utilize their journals to write their new learning.	Teachers, Instructional Coaches and Administrators	Oct-June		GT	\$ 209.00	Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Charla Staten

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
	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						
	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Classroom observations will be conducted by school administrators that focus on implementation and effectiveness of district	Provide Professional Learning on the Campus and District English Language Arts Expectations	PLC Agenda and Notes in Google				
2 Monitor fidelity of the program through walkthroughs	Provide training to the teachers with ALL In Learning for 1st-5th Grade	Agenda and implementation to fidelity				
3 Utilizing the script, data meeting facilitators will deconstruct the standard, teacher exemplar, and the student assessment to determine the next	Conduct effective Professional Learning Communities that focus on Professional Learning and Data which will be facilitated by the Data Analyst.	Weekly Data Meetings and implementation of reteaching strategies discussed during the meeting				
4 Students and teachers will utilize program to	Utilize All In Learning Clickers and other software to track student progress with the Weekly Learning Objectives.	Track data discussion during PLC's				
5 Classroom observations will be conducted by school administrators that focus on implementation and	Provide writing training for teachers utilizing Lucy Calkins writing series.	Sign In Sheets and implementation of Lucy Calkins writing during walkthroughs.				

6	Based from data, students will be selected and focus on skills in which assist with meeting Analyze	Utilize teachers to support Tier III and Tier II students with after school tutorials and Saturday Enrichment Camp.	Attendance Rosters and Flyers.				
7	Walkthrough/Feedback to determine best practices and next steps	Conduct English Language Arts PLC's to reflect best instructional practices and next steps	Agenda and implementation to fidelity				
8	Based on data, attend professional development based on walkthroughs and	Provide registration fee for staff to attend professional development in the areas of their content that support the district and campus goals.	Campus presentations that will be redelivered to the campus.				
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Charla Staten

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	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 94 %to 96%			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	2	Create a data wall in which displays monthly attendance	Data Clerk, Administrator	Sept- May		Local	\$ 250.00	Progress
2	1, 2	Provide six week recognition for students who met attendance expectations	Counselor, Administrator, Data Clerk	Oct- May		Local	\$ 5,000.00	Culture and Climate
3	2,6,9	Meet with individual parents about chronic abseteesism	Stay In School Coordinator and Administrator	Sept- May		Local	\$ 200.00	Culture and Climate
4	6,9	Conduct Home Visits for families with chronic absteesism and/or tardies	Stay In School Coordinator, Parent Liasion, Teacher, Counselor, and Administrator	August- May		Other	\$ 200.00	Culture and Climate
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

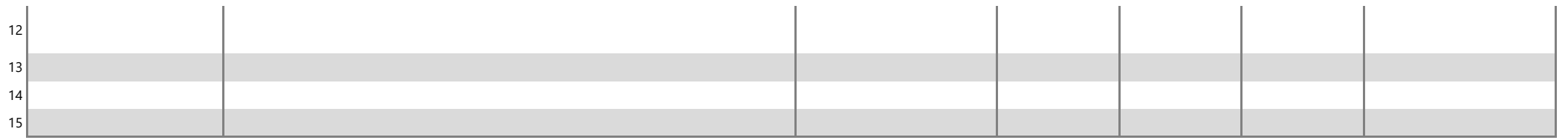
Principal: Charla Staten

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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<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>	
		Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 94 %to 96%				96%	
		Implement LLI and SIL Intervention				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 Data Clerk will maintain display of the monthly charts by grade level to show which grade level has the best attendance.	1-(Progress) Create a data wall in which displays monthly attendance	Teachers will encourage students to attend school for the class incentives.				
2 Increase the number of students being recognized by promoting school attendance	2-(Culture and Climate) Provide six week recognition for students who met attendance expectations	Provide certificates for students who have 2 or less absences.				
3 Through SART meetings, meet with parents according to discuss	3-(Culture and Climate) Meet with individual parents about chronic absteesism	SART letters, signatures of meetings, and data reports.				
4 Review data and develop action plan for parents to emphasize the	4-(Culture and Climate) Conduct Home Visits for families with chronic absteesism and/or tardies	Home Visit sign in sheets and information about attendance that will be				
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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: Charla Staten

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	Parent/family participation in at least 1 training on student academic performance will increase from	50%	100%	
	Goal 2	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from 85% tp 100%	85%	100%	
	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	Teachers will conduct two report card pick to discuss student's progress	Teachers, Administrators	Sept- March	After Sch	Local	\$ 1,500.00	FAMILY
2	6	Teacher will conduct Fitness Gram and send home report cards of the Fitness Gram	P.E. Teacher, Administrator	January- March		Local	\$ 200.00	HEALTH
3	8, 10	Students will create goals pertaining to the Fitnessgram	P.E. Teacher, Administrator	Sept- March		Local	\$ 100.00	HEALTH
4	6	Provide communication with parents with utilizing social media and other means of communication about upcoming events	Parent Communicaton Specialist, Administrator	Aug- June	After Sch	Local	\$ 1,668.00	FAMILY
5	6	Provide Family Learning Nights in which parents understand campus and district expectations	Parent Communicaton Specialist, Administrator, Teachers	Aug- June	After Sch	Title I	\$ 5,500.00	FAMILY
6	6	Provide a weekly newsletter that provides families with best practices and upcoming events.	Parent Communicaton Specialist, Administrator, Teachers	Sept- June		Local	\$ 1,000.00	FAMILY

7	6	Conduct a parent survey to gauge how the campus can improve	Parent Communicaton Specialist, Administrator, Teachers	Sept-June		Local	\$ 1,000.00	FAMILY
8	6	Participate in the International Walk to School Day which is the Kick off for the Walking Wednesdays.	Parent Communicaton Specialist, Administrator	Oct- June		Local	\$ 500.00	HEALTH
9		Provide Parent Engagement Classes in which parents will parenting tips	Parent Communicaton Specialist, Administrator	Oct-June		Title I	\$ 100.00	FAMILY
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