

144-Mitchell Boulevard ES

Aileen Martina

Priscila Dilley

2018-19 Schoolwide Programs: Campus Improvement Plan

144-Mitchell Boulevard ES

Principal: Aileen Martina

Executive Director:

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

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

the Fort Worth ISD School Board;

the Texas Education Code;

Title I, Part A; and

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	Improvement Required
Domain 2: School Progress	Met Standard
Domain 3: Closing The Gaps	Met Standard

SBDM Members

Name	Role
Aileen Martina	Select
Janae Capshaw	Teacher
Denise Ramirez	Teacher
Julie Rowe	Teacher
Marjorie Garay	Teacher
Amanda Tiede	Campus Non-Tch Prof
Romeo Munguia	District-Level Staff
Terra Guillory	Parent
Ramie McGowan	Parent
Raquel Jones	Parent
Manuel Chavarria	Community Rep
Maxine Batie	Business Rep
Kyle Rowe	Business Rep
Vanessa Chavarria	Additional Appointed Rep
Fanny Parez	Additional Appointed Rep
Vanessa Cuarenta	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

Campus: Leadership Academy at Mitchell Boulevard

Principal: Aileen Martina

Data Sources Used	No	Graduation	No	Feeder Pattern Analysis	No
Make a selection for each by choosing from the drop down	No	Attendance	No	Cohort Analysis	No
	No	Discipline	No	Support Systems	No
	No	Instruction	No	Intervention Services	No
	No	Curriculum	No	Dropout Identification	No
	No	Student Data	No	Achievement Gap	No
Area Reviewed	Summary of Strengths		Summary of Needs		Priority
	What were the identified strengths?		What were the identified needs?		What are the priority areas for creation?
Demographics	1.	All identified Bil/ESL students are placed with Highly qualified teachers.	1.	27.3% of the student population is identified as ELL.	1.
	2.	All identified GT students are placed with GT certified teachers. There were 5 students identified for GT in 2016-2017. 17 students were identified GT this year with a total of 40 GT/TP students served by a GT certified teacher. 10 students have been identified for the 2018-2019 school year, with a total of 23 GT/TP students.	2.	The percentage of students identified for GT continues to be low.	

	<p>3. All identified dyslexia students receive services with dyslexia teacher. Five students were identified in the 2016-2017 school year. This year we have 13 additional students who are being tested for dyslexia.</p>	<p>3. Five students were identified with dyslexia in the 2016-2017 school year. This year we have 13 additional students who are being tested for dyslexia.</p>	
<p>Student Achievement</p>	<p>1. Most recent data from the February benchmarks shows 5th grade science as an area of strength. 62% of the 5th grade students are at the approaches level or higher. The district average for 5th grade science was 57.12% The campus exceeded the target for index 2 in 2016 with 36% and a target of 32%. The campus exceeded the target for index 4 with 18% in 2016 with a target of 12%.</p>	<p>1. The most recent data shows reading as an area of struggle. 26% of 3rd grade students and 33% of 4th grade students passed the February reading benchmark test. Historically, the school has missed index 1 and index 3 on the STAAR test in 2015, 2016 and 2017. The school has been identified Improvement Required by the state. We need to buy more books in different genres to support our reading program. We need to provide supplies, materials and additional technology to support teachers with instruction in the classroom.</p>	<p>1.</p>

School Culture and Climate	<p>1. School culture and climate has been a strength for the campus. Morning arrival, hall transitions and afternoon dismissal procedures have improved since the beginning of the school year. Administrators collaborate with the staff to reflect on current practices and make adjustments for continuous improvement. The implementation of PBIS has improved since the beginning of the school year. Fourth grade teachers are implementing Restorative Proactive strategies with fidelity.</p>	<p>1. More grade levels need to attend Restorative Practice training. Provide classes and workshops for parents to help increase parental involvement and school culture. Purchase supplies and materials to enhance the parental involvement program. Provide refreshments during Family Nights and other family events.</p>	1.
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Staff Quality/ Professional Development	1. Targeted professional development was provided this year to address school culture and emotional/behavior challenges of students. Teachers and other staff members attended the Ron Clark Academy. Fourth grade and specials teachers attended Restorative Practice training in the summer. Professional development was provided in reading and math, in data practices and team effectiveness. These professional development opportunities helped decrease number of student discipline referrals, helped students with emotional/behavior strategies and helped increase student achievement as measured by the Lexile levels in Achieve 3000.	1. The school continues to show a need to address emotional/behavior challenges of students. Based on last years school report card, 17.9% were identified with behavioral disabilities. This percentage is higher than the district which had 14.3%. Based on the February benchmarks, reading continues to be an area of concern. 29% of 3rd grade regular program students passed the February reading benchmark. 20% of the 3rd grade DL students passed the February reading benchmark. 38% of the 4th grade regular program students passed the February.	1.
Curriculum, Instruction, and Assessment	1. The district and Teaching Trust provided a cohesive plan for instruction, data practices and assessment based on standards. Team effectiveness is a strength at the campus. The Leadership Team demonstrates the high behaviors of a high performing team: trust, constructive conflict, commitment, accountability, focusing on results.	1. There is a need for additional time to develop IPCs, create lesson plans that are aligned to the standards, to prioritize standards and to conduct data meetings	1.

Family and Community Involvement	1. The school staff maintains positive relationships with families and with the community to support student learning. The school hired a full time Parent Communications Specialist to increase parental involvement and to provide workshops for parents. A PTO was form in the fall of 2017. The school highlights academic and school culture related successes via Twitter. Teachers participated in Stand for Children to build relationships with our students' families by conducting home visits to help build strong relationships with families and collaboratively help our students reach their highest potential.	1. There is a need to increase parental involvement and increase use of Facebook to highlight academic and school culture related successes.	1.
School Context and Organization	1. Administrators and the Leadership Team use monitoring tools to track student progress, quality of instruction and provide schedules and procedures to ensure that instructional time is maximized and to ensure the safety of the students and staff and to maintain order at all times.	1. Number of walkthroughs and face to face feedback conferences by the principal and assistant principal to monitor instruction, student engagement, procedures and routines.	1.

or 2018-2019

ilevard

Data Accuracy

Surveys

Fund Balance

Recruit & Retain Quality Staff

VOC-Customer Feedback

Other - enter data source here

rities

at are we going to intervene? If addressed, this need will
te the most impact.

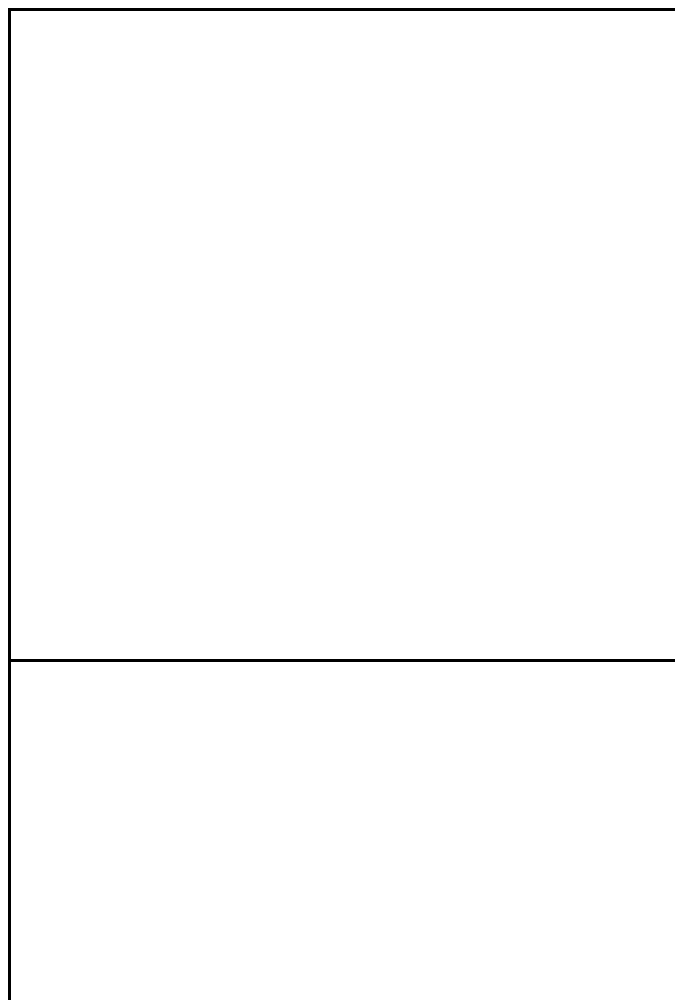
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Increase students reading levels in all grades. Materials, supplies, and technology resources will be provided to classroom teachers to enhance their instruction, Family Nights/events. Snacks will be provided for students for after school tutoring and Saturday school and content area camps.

Materials, supplies, and technology resources will be provided to help implementation of PBIS, parent classes and Family Nights/events. Refreshments will be provided during family events.

Improve quality of professional development for teachers and administrators.



		144-Mitchell Boulevard ES						
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	(Basic Allotment)							
	\$ 19,549	\$ 6,468		\$ 569	\$ 288	\$ 1,202	\$ 105,993	134,069

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Aileen Martina

Leadership Director:

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	10,000	6,468	0	569	0	0	25,000	\$ 42,037
Campus Needs - Student Achievement	0	0	0	0	0	1,202	23,000	\$ 24,202
Campus Needs	9,549	0	0	0	288	0	25,000	\$ 34,837
Parent/Family Engagement Health Related	0	0	0	0	0	0	32,993	\$ 32,993
TOTAL	\$ 19,549	\$ 6,468	\$ -	\$ 569	\$ 288	\$ 1,202	\$ 105,993	\$ 134,069
Allocations	19,549	6,468	-	569	288	1,202	105,993	134,069
Percent Budgeted	100%	100%	NA	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Aileen Martina

Leadership Director:

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	43%	65%
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	25%	70%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	60%	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	60%	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	0%	60%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1, 2	Create classroom schedules so teachers will complete two lessons of Achieve 3000 each week.	Assistant Principal and classroom teacher	All year				1, 2
2	1, 2	Create computer lab schedule to promote time on task in Smarty Ants	Assistant principal, computer lab assistant	All year				1, 2
3	1, 4	Teacher training to implement system for affective instruction and monitoring Achieve 3000 and Smarty Ants	Achieve 3000 PD Personnel and Instructional Coaches	BOY and ongoing	PLC	Other		1, 3
4	1, 2	Leadership team to monitor weekly lessons to Achieve 3000 and the 75% on 2 articles expectation	Instructional Team	Ongoing				1, 3
5	1, 9	Leadership team to monitor levels in KG-2 by utilizing F&P and Smarty Ants data	Admin, instructional team and data analyst	Ongoing				1, 2
6	1, 9	Teachers KG-2 are tracking below level readers by-weekly using the F&P assessment system.	KG-2 Teachers	Ongoing		Bilingual	\$ 569.00	1, 3
7	1, 9	Utilize one teacher assistants for push in to support Tier 2 and 3 in grades KG-1	Admin team and instructional assistants	Ongoing				1, 3
8	1, 9	Utilize second teacher assistant to provide small group instruction using LLI	Admin and teacher assistant	Ongoing				1, 3
9	1, 9	Utilize computer lab teacher assistant provide additional time for Smarty Ants in grades KG-2 and Achieve 3000 in grades 2-5	Admin and computer lab teacher assistant	Ongoing		Title I	\$ 25,000.00	1, 3

10	1, 9		Reading Partners will work with below grade level students in grades KG-2 twice a week 45 minutes per session.	Reading Partners and admin	Ongoing				1, 3
11	1, 9		Extended hour added to the school day to provide targeted intervention utilizing different staff members. Teachers will target low SEs and will have an exit ticket (DOL) for intervention block as well.	Admin team	Ongoing		SCE	\$ 6,468.00	1, 3
12	1, 3, 4		Utilize instructional coaches to provide support and PD for teachers to improve student outcomes.	Admin team and coaches	Ongoing		Other		1, 3
13	1, 4		Neuhaus Education Center professional development training for all teachers in grades K-2 to improve best practices for reading instruction	KG-2 Teachers, coaches and district trainers	Ongoing		Other		1, 3
14	1, 4	LEP	Estrellita professional development training for all DL teachers in grades K-2 to improve best practices for Spanish reading instruction	KG-2 DL teachers, coaches and district trainers	Ongoing		Other		1, 3
15	1, 4		Instructional planning calendars created by teachers to ensure aligned instruction for all tested subjects including KG-2 literacy.	Teaching Trust, coaches, all teachers, data analyst and admin team	Ongoing		Local	\$ 10,000.00	1, 3

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Aileen Martina

Leadership Director:

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 65 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				70%	
	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				60%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Achieve 3000 usage reports	Create classroom schedules so teachers will complete two lessons of Achieve 3000 each week.	Achieve 3000 reports will indicate 100% of students are completing 2 lessons per week				
2 Teachers will sign up for monthly computer lab	Create computer lab schedule to promote time on task in Smarty Ants	100% of KG-2 teachers will attend assigned times				
3 Strive walkthroughs	Teacher training to implement system for affective instruction and monitoring Achieve 3000 and Smarty Ants	100% of walkthroughs will indicate implementation of Achieve 3000 and Smarty Ants				
4 Leadership Team will review reports during leadership team	Leadership team to monitor weekly lessons to Achieve 3000 and the 75% on 2 articles expectation	75% of students will achieve 75% or higher on two articles per week first try.				
5 Leadership Team will review F&P trackers during leadership team	Leadership team to monitor levels in KG-2 by utilizing F&P and Smarty Ants data	75% of students will be on track to meet the one year's growth by EOY.				
6 Teachers will use a data tr	Teachers KG-2 are tracking below level readers using the F&P assessment system.	100% of teachers will complete data trackers				
7 Strive walkthroughs	Utilize one teacher assistants for push in to support Tier 2 and 3 in grades KG-1	100% of walkthroughs will indicate implementation of teacher assistants pushing in for additional support				
8 Strive walkthroughs	Utilize second teacher assistant to provide small group instruction using LLI	100% of walkthroughs will indicate implementation of teacher assistants pull out for LLI small groups				

9	Achieve 3000 and Smarty Ants usage reports	Utilize computer lab teacher assistant provide additional time for Smarty Ants in grades KG-2 and Achieve 3000 in grades 2-5	Reports will indicate 100% of students in grades KG-5 have completed the weekly goals				
10	Data reports from Reading Partners	Reading Partners will work with below grade level students in grades KG-2 twice a week 45 minutes per session.	80% of students participating in Reading Partners will show one year's growth				
11	Strive walkthroughs	Extended hour added to the school day to provide targeted intervention utilizing different staff members. Teachers will target low SEs and will have an exit ticket (DOL) for intervention block as well.	100% of walkthroughs will indicate additional staff members pushing into classrooms during intervention block				
12	Instructional coaches log of support	Utilize instructional coaches to provide support and PD for teachers to improve student outcomes.	100% of logs will be reviewed weekly by administrators to show evidence of support and PD.				
13	Strive walkthroughs	Neuhaus Education Center professional development training for all teachers in grades K-2 to improve best practices for reading instruction	100% of KG-2 classroom walkthroughs will indicate implementation of Neuhaus strategies				
14	Strive walkthroughs	Estrellita professional development training for all DL teachers in grades K-2 to improve best practices for Spanish reading instruction	100% of KG & 1 classroom walkthroughs will indicate implementation of Estrellita strategies				
15	Strive walkthroughs	Instructional planning calendars created by teachers to ensure aligned instruction for all tested subjects including KG-2 literacy.	100% of classroom walkthroughs will demonstrate alignment between lesson objective and DOL results				

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Aileen Martina

Campus Needs - Student Achievement Action Plan

Leadership Director:

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	Goal 1	By June of 2019, 100% of students in grades 4-5 will increase one performance level as measured by STAAR data	60.00%	28.00%	8.00%	70.00%	30.00%	10.00%
Campus	Goal 2							
Priorities	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	1, 9	Extended hour added to the school day to provide targeted intervention	Admin team	Ongoing		Local		Closing Gaps	
2	1, 3, 4	Utilize instructional coaches to provide support and PD o IPC alignment, deconstructing and undersdtangin the standards, exemplars and success criteria, and varied formative assessments for teachers to improve student outcomes.	Admin team and coaches	Ongoing		Other		Tchr/Staff Quality	
3	1, 4	Instructional planning calendars created by teachers to ensure aligned instruction for all tested subjects including KG-2 literacy.	Teaching Trust, coaches, all teachers, data analyst and admin team	Ongoing	Pull-Out	Title I	\$ 5,000.00	Tchr/Staff Quality	
4	1, 4	Instructional planning calendars will be checked for alignment and rigor by instructional coaches by the beginning of every six weeks.	Teachers and instructional coaches	Ongoing				Tchr/Staff Quality	
5	2, 3, 8	Teachers will use All in Leadersning to gather data	Teachers and data analyst	Ongoing		Title I	\$ 15,000.00	Progress	
6	2, 3, 8, 9	Create intervention plans after local assessments (including special ed and GT students)	Teachers	Ongoing		SPED	\$ 1,202.00	Closing Gaps	
7	8, 9	Conduct biweekly data meetings focusing on analyzing student work and assessments	Teachers and leadership team	Biweekly September-May				Tchr/Staff Quality	
8	2, 4	Teachers will attend planning days every six weeks and use the prioritized standards documents created by the instrutional coaches to create aligned IPCs which include standard, the SE and DOL for the entire six weeks	Teachers and instructional coaches	Every six weeks		Title I	\$ 3,000.00	Tchr/Staff Quality	
9	2, 4	Instructional coaches will check for alignment and provide feedback to teachers	Instructional Coaches	Every six weeks				Tchr/Staff Quality	
10	2, 4	Provide professional learning on how to deconstruct the standards	Instructional Coaches	First six weeks				Tchr/Staff Quality	
11	2, 4	Provide professional learning on the use of Lead4ward	Instructional Coaches	First six weeks				Tchr/Staff Quality	

12	2, 3	Conduct weekly classroom visits and provide feedback to teachers to ensure instructional implementation and alignment	Instructional Coaches and administrators	Ongoing				Progress
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Aileen Martina

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (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
	By June of 2019, 100% of students in grades 4-5 will increase one performance level as measured by STAAR data						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Strive Walkthroughs	Extended hour added to the school day to provide targeted intervention utilizing different staff members. Teachers will target low SEs and will have an exit ticket (DOL) for intervention block as well.	100% of walkthroughs will indicate additional staff members pushing into classrooms during intervention block				
2 Instructional coaches log of support	Utilize instructional coaches to provide support and PD for teachers to improve student outcomes.	100% of logs will be reviewed weekly by administrators to show evidence of support and PD.				
3 Strive walkthroughs	Instructional planning calendars created by teachers to ensure aligned instruction for all tested subjects including KG-2 literacy.	100% of classroom walkthroughs will demonstrate alignment between lesson objective and DOL results				
4 IPC feedback logs	Instructional planning calendars will be checked for alignment and rigor by instructional coaches by the beginning of every six weeks.	100% classroom teachers are completing their IPCs with all elements aligned				
5 All in Learning reports	Teachers will use All in Learning to gather data	100% of teachers will utilize All in Learning				
6 Teacher intervention plans	Create intervention plans after local assessments	100% of classroom teachers will submit intervention plans after each local assessment				

7	Data meeting minutes	Conduct biweekly data meetings focusing on analyzing student work and assessments	100% of the teachers will participate in data meetings				
8	Planning days schedules	Teachers will attend planning days every six weeks and use the prioritized standards documents created by the instructional coaches to create aligned IPCs which include standard, the SE and DOL for the entire six weeks	100% of teachers will submit IPCs for each 6 weeks				
9	IPC feedback logs	Instructional coaches will check for alignment and provide feedback to teachers	100% classroom teachers are completing their IPCs				
10	Instructional coaches log of support	Provide professional learning on how to deconstruct the standards	100% of logs will be reviewed weekly by administrators to show evidence of support and PD.				
11	Instructional coaches log of support	Provide professional learning on the use of Lead4ward	100% of logs will be reviewed weekly by administrators to show evidence of support and PD.				
12	Strive Walkthroughs	Conduct weekly classroom visits and provide feedback to teachers to ensure instructional implementation and alignment	100% of walkthroughs will indicate alignment to the standards				
13							
14							
15							

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Aileen Martina

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	By June 2019, our overall campus rating score will increase from 78 to 85 as measured by TEA accountability data					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	8	Tracking student growth and usage of Achieve 3000 and Smarty Ants	Teachers and leadership team	Ongoing				Closing Gaps
2	8	Tracking student growth based on local and district assessments including (GT an special ed students	Teachers and leadership team	Ongoing		GT	\$ 288.00	Progress
3	1, 9	Extended hour added to the school day to provide targeted intervention utilizing different staff members. Teachers will target low SEs and will have an exit ticket (DOL) for intervention block as well.	Admin team	Ongoing		Local		Closing Gaps
4	1, 3, 4	Utilize instructional coaches to provide support and alignment, deconstructing and undersdtangin the standards, exemplars and success criteria, and varied formative assessments for teachers to improve student outcomes. instructional coaches to provide support and PD for teachers to improve student outcomes.	Admin team and coaches	Ongoing		Local	\$ 9,000.00	Tchr/Staff Quality
5	1, 4	Instructional planning calendars created by teachers to ensure aligned instruction for all tested subjects including KG-2 literacy.	Teaching Trust, coaches, all teachers, data analyst and admin team	Ongoing		Other		Tchr/Staff Quality
6	1, 4	Instructional planning calendars will be checked for alignment and rigor by instructional coaches by the beginning of every six weeks.	Teachers and instructional coaches	Ongoing				Tchr/Staff Quality
7	2, 3, 8	Teachers will use All in Learning to gather data	Teachers and data analyst	Ongoing				Progress
8	2, 3, 8, 9	Create intervention plans after local assessments	Teachers	Ongoing		Local	\$ 549.00	Closing Gaps

9	8, 9	Conduct biweekly data meetings focusing on analyzing student work and assessments	Teachers and leadership team	Biweekly September-May				Tchr/Staff Quality
10	2, 4	Teachers will attend planning days every six weeks and use the prioritized standards documents created by the instructional coaches to create aligned IPCs which include standard, the SE and DOL for the entire six weeks	Teachers and instructional coaches	Every six weeks				Tchr/Staff Quality
11	2, 4	Instructional coaches and administrators will check lesson plans for alignment and provide feedback to teachers	Instructional Coaches	Every six weeks				Tchr/Staff Quality
12	2, 4	Provide professional learning on how to deconstruct the standards	Instructional Coaches	First six weeks				Tchr/Staff Quality
13	2, 4	Provide professional learning on the use of Lead4ward	Instructional Coaches	First six weeks				Tchr/Staff Quality
14	2, 3	Conduct weekly classroom visits and provide feedback to teachers to ensure instructional implementation and alignment	Instructional Coaches and administrators	Ongoing				Progress
15	2, 4	Targeted professional development will be provided this year to address school culture and emotional/behavior challenges of students. Teachers and other staff members will attend the Ron Clark Academy.	Administrators, teachers and non-instructional staff	Ongoing	Pull-Out	Title I	\$ 25,000.00	Culture and Climate

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Aileen Martina

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	By June 2019, our overall campus rating score will increase from 78 to 85 as measured by TEA accountability data				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 Strive Walkthroughs	3-(Closing Gaps) Extended hour added to the school day to provide targeted intervention utilizing different staff members. Teachers will target low SEs and will have an exit ticket (DOL) for intervention block as well.	100% of walkthroughs will indicate additional staff members pushing into classrooms during intervention block				
2 Teachers will use a data tracker to monitor	Tracking student growth based on local and district assessments	100% of teachers will complete data trackers				
3 Instructional coaches log of support	Utilize instructional coaches to provide support and PD for teachers to improve student outcomes.	100% of logs will be reviewed weekly by administrators to show evidence of support and PD.				
4 Strive Walkthroughs	Conduct weekly classroom visits and provide feedback to teachers to ensure instructional implementation and alignment	100% of walkthroughs will indicate alignment to the standards				
5 Strive walkthroughs	Instructional planning calendars created by teachers to ensure aligned instruction for all tested subjects including KG-2 literacy.	100% of classroom walkthroughs will demonstrate alignment between lesson objective and DOL results				

6	IPC feedback logs	Instructional planning calendars will be checked for alignment and rigor by instructional coaches by the beginning of every six weeks.	100% classroom teachers are completing their IPCs with all elements aligned				
7	All in Learning reports	Teachers will use All in Learning to gather data	100% of teachers will utilize All in Learning				
8	Teacher intervention plans	Create intervention plans after local assessments	100% of classroom teachers will submit intervention plans after each local assessment				
9	Data meeting minutes	Conduct biweekly data meetings focusing on analyzing student work and assessments	100% of the teachers will participate in data meetings				
10	Planning days schedules	Teachers will attend planning days every six weeks and use the prioritized standards documents created by the instructional coaches to create aligned IPCs which include standard, the SE and DOL for the entire six weeks	100% of teachers will submit IPCs for each 6 weeks				
11	Lesson Plans	Instructional coaches and administrators will check lesson plans for alignment and provide feedback to teachers	Instructional coaches and administrators will check lesson plans for alignment and provide feedback to teachers				
12	Instructional coaches log of support	Provide professional learning on how to deconstruct the standards	100% of teachers will submit IPCs calendars with fully deconstructed standards				
13	Instructional coaches log of support	Provide professional learning on the use of Lead4ward	100% of logs will be reviewed weekly by administrators to show evidence of support and PD.				
14	Professional learning certificate of attendance	Targeted professional development will be provided this year to address school culture and emotional/behavior challenges of students. Teachers and other staff members will attend the Ron Clark Academy.	100% of participants in targeted PD will implement strategies to improve instruction and school culture				
15							

Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Aileen Martina

Leadership Director:

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	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	Five	Nine	
	Goal 2	Health Related - Maintain 100% of students tested in FitnessGram	100%	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	ex. 1, 3,	Health: Designated teacher assistant will assist PE teacher complete Fitnessgram testing for all students	PE Teacher	Last two weeks in October				HEALTH
2	6	Parent Communication Specialist will provide Spanish classes for parents	Parent Communication Specialist	Ongoing		Title I	5000	FAMILY
3	6	Parent Communication Specialist will provide nutrition classes for parents	Parent Communication Specialist	Ongoing				FAMILY
4	6	We will host Open House for parents to learn about the curriculum and classroom/school procedures	Teachers	Parent Communication Specialist		Title I	\$ 5,000.00	FAMILY
5	6	We will celebrate Grandparents Day	Counselor	7-Sep		Title I	\$ 9,993.00	FAMILY
6	6	We will organize Career Day	Counselor	26-Oct-18		Title I	\$ 2,000.00	FAMILY
7	6	Will will hold Story Book Parade		October 31, 2018		Title I	\$ 1,000.00	FAMILY
8	6	Family Night	Librarian and Teachers	15-Nov-18		Title I	\$ 5,000.00	FAMILY
9	6	STAAR Family Night	Librarian and Teachers	28-Mar-18		Title I	\$ 5,000.00	FAMILY
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Aileen Martina

Leadership Director:

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
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from				Nine	
	Health Related - Maintain 100% of students tested in FitnessGram				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 Fitnessgram tracker	Health: Designated teacher assistant will assist PE teacher complete Fitnessgram testing for all students	100% of students will have completed fitnessgram testing				
2 Attendance log	Parent Communication Specialist will provide Spanish classes for parents	80% of the parents will complete the Spanish classes				
3 Attendance log	Parent Communication Specialist will provide nutrition classes for parents	80% of the parents will complete the nutrition classes				
4 Attendance log	We will host Open House for parents to learn about the curriculum and classroom/school procedures	At least 200 families will attend				
5 Attendance log	We will celebrate Grandparents Day	At least 40 grandparents will attend				
6 Attendance log	We will organize Career Day	Families and community members will be part of the presentations				
7 Attendance log	Will will hold Story Book Parade	At least 100 families will attend				
8 Attendance log	Family Night	At least 200 families will attend				
9 Attendance log	STAAR Family Night	At least 200 families will attend				

10	Targeted professional development will be provided this year to address school culture and emotional/behavior challenges of students. Teachers and other staff members will attend the Ron Clark Academy.	School culture will improve as measured by disciplinary referrals, school procedures and family and community engagement					
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