

120-Rufino Mendoza ES

Jennifer Sanchez

Todd Koppes

2018-19 Schoolwide Programs: Campus Improvement Plan

120-Rufino Mendoza ES

Principal: Jennifer Sanchez

Executive Director:

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

Community leadership in the 21st century and beyond.

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	
Domain 2: School Progress	
Domain 3: Closing The Gaps	

SBDM Members

Name	Role
Silvia Perez	Teacher
Melissa Pena	Teacher
Jessica Gutierrez	Teacher
Kaitlin Cavazos	Teacher
Jessica Lennarson	Campus Non-Tch Prof
Jose Mendez-Monge	Additional Appointed Rep
Dina Aguirre	Community Rep
Bill Berenson	Business Rep
Patricia Cantu	Teacher
Jessica Becerra	District-Level Staff
Sara Mitchell	Parent
	Select
	Select
	Select
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	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: Rufino Mendoza Elementary #120

Principal: Jennifer Sanchez

Data Sources Used Make a selection for each by choosing from the	No	Graduation	Yes	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	No	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	Yes	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.	Increased diversity in staff - particularly in the areas of gender, race/ethnicity, and experience/expertise; low mobility rate for staff and students; good attendance rate among students.	1.	Reading - students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension & fluency; Mentorship for students - particularly our male students	1. Parent education platform to provide parents with the information and resources needed to support and advocate for their students and increase home-school communication and collaboration.	
Student Achievement	1.	Students have made gains in Reading using Achieve 3000; evidence of student growth.	1.	Literacy - Higher Order thinking skills, particularly those outlined in Figure 19	2 Spread successful practices from our impact grade in our five target areas (Instructional Planning Calendars, Student and Staff Culture, Data Practices, Instructional Practices, Leadership Development) to the rest of the campus.	
			2.	Math - Problem Solving		
School Culture and Climate	1.	Culture Routines including Morning Pep rally and procedures have made a great impact on student and staff culture.	1.	Lunch routines, Foundational social skills i.e. disagreeing, motivation/goal setting, and Growth Mindset		
Staff Quality/ Professional Development	1.	Awesome staff; 4 additional GT certified teachers	1.	Professional development - implementing focused PD in our four impact areas - Culture, Instructional Practices, Data Practices, IPCs; TBRI additional training.		
Curriculum, Instruction, and Assessment	1.	Implementing student data in our instruction through aligned curriculum and materials in our impact grade (4th)	1.	More Resources - materials, grade level leaders, mentors		
Family and Community Involvement	1.	Larger turnout for running and family events; positive feedback on Facebook; Coffee with the Principals	1.	Important forms in both languages in stock; Take and Teach - create a forum parents can use to determine where their child is and how they can help		
School Context and	1.	Impact grade has embraced a new mindset - successfully - and been instrumental in making campus-wide	1.	Create the same cultural mindset at all other grade levels and incorporate		

Organization

instrumental in making campus wide
changes

those teachers as partners in change.

		120-Rufino Mendoza ES						
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	(Basic Allotment)							
	\$ 25,310	\$ 5,016		\$ 1,287	\$ 346	\$ 2,418	\$ 117,786	152,163

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Jennifer Sanchez

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	0	0	0	643	0	0	89,000	\$ 89,643
Campus Needs - Student Achievement	0	4,800	0	643	0	1,200	8,550	\$ 15,193
Campus Needs	1,800	0	0	0	346	0	6,700	\$ 8,846
Parent/Family Engagement Health Related	0	0	0	0	0	0	10,730	\$ 10,730
TOTAL	\$ 1,800	\$ 4,800	\$ -	\$ 1,286	\$ 346	\$ 1,200	\$ 114,980	\$ 124,412
Allocations	25,310	5,016	-	1,287	346	2,418	117,786	152,163
Percent Budgeted	7%	96%	NA	100%	100%	50%	98%	82%

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

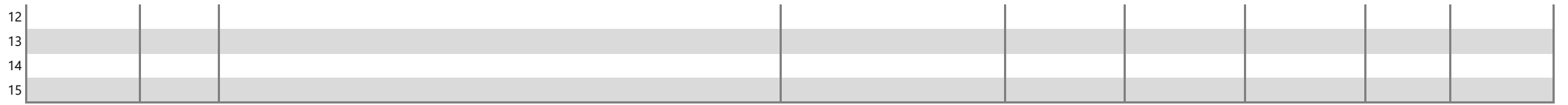
Principal: Jennifer Sanchez

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	8%	15%
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	23%	30%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	45%	53%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	75%	83%	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	15%	28%	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, 4, 8, 9	LEP	Analyze Data from progress monitoring systems for all students 1st - 3rd, including SpEd and LEP, to ensure targets in 1, 2a, 2b are being met.	Data Analyst, Principal, Assistant Principal, Change Champions, Teachers	Monthly	PLC	Title I	\$ -	Achievement
1, 2, 8, 9, 10	LEP	Secure Data Analyst to facilitate analysis of all progress monitoring data and lead data meetings	Principal, Assistant Principal	Aug-18		Title I	\$ 79,500.00	Tchr/Staff Quality
1, 2, 8, 9, 10	LEP	Implement student goal setting and tracking of progress monitoring system data (LEP & SPED)	Teachers	1-Sep-19	PLC	Title I	\$ 2,000.00	Progress
1, 2, 8, 9, 10	LEP	Increase opportunities for students to respond in writing and receive feedback using rubrics - (LEP & SPED)	Teachers	1-Sep-19	Faculty Mgt	Title I	\$ 2,000.00	Closing Gaps
1, 2, 4, 8, 9, 10	LEP	Deep Dive Data Meetings to analyze local and District assessment data	Admin, Data Analyst, Change Champions, Teachers	Ongoing	Pull-Out/ PLC	Title I	\$ 3,500.00	Tchr/Staff Quality
1, 2, 9, 10	LEP	Additional reading materials in Spanish for our Bilingual classrooms	Admin, Teachers	Sept-Jan		Bilingual	\$ 643.00	Progress
1, 2, 3, 9, 10	LEP	Materials for Small Group Guided Reading and differentiated center activities to support student growth goals	Admin, teachers	Sept-May	PLC	Title I	\$ 2,000.00	Closing Gaps
1, 2, 3, 9, 10	LEP	Incentives for students meetings growth goals	Admin, Teachers	Sept-May		Title I	#####	Culture and Climate



2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Jennifer Sanchez

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 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 8 to 15 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				30%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				53%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				28%	

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, IAs, Quick Checks	1-(Achievement) Analyze Data from progress monitoring and system for all students including SpEd and LEP	Achieve 3000 reports pulled the first of each month	On Target			Reviewed each month
2 Data Meetings in PLCs and/or face to face	2-(Tchr/Staff Quality) Secure Data Analyst to facilitate analysis of all progress monitoring data and lead data meetings	Data Analyst on payroll roster, Data meeting leader prep	On Target			Occurs after each 3 and 6 week assessment and monthly for Smarty Ants
3 Student Goal tracking folder and teacher goal	3-(Achievement) Implement student goal setting and tracking of progress monitoring system data (LEP & SPED)	Student Goal Setting Folder, Teacher Goal Setting Folder	On Target			Occurs after each progress monitoring
4 Achieve 3000 Thought Question folder or IAs, Quick Checks, Benchmarks	4-(Closing Gaps) Increase opportunities for students to respond in writing and receive feedback using rubrics - (LEP & SPED)	Student product scored using rubrics	Completed			In use during Achieve 3000
5 Purchase Orders	5-(Progress) Deep Dive Data Meetings to analyze local and District assessment data	Lesson Plans with Re-teach lessons, data meeting script and data packet, STRIVE feedback	On Target			Occurs after each 3 and 6 week assessment, each benchmark, and monthly for Smarty Ants and
6 Observation feedback	6-(Progress) Additional reading materials in Spanish for our Bilingual classrooms	Purchase orders for materials, observation of materials in use in the classroom	Not Started			After Interim assessment, literature will be matched to student needs and
7 Increased number of students achieving growth goals	7-(Closing Gaps) Materials for Small Group Guided Reading and differentiated center activities to support student growth goals	Differentiated activities for students targeting their growth goals observed during classroom visits	On Target			Teachers have begun to identify materials needed after beginning small group the 5th
8	8-(Culture and Climate) Incentives for students meetings growth goals	Local progress monitoring data will indicate an increase in the number of students meeting their interim targets toward their EOY growth goal.	On Target			Students have begun to set Achieve 3000 goals and will add STAAR Target goals that will be tracked using IAs - interim goals will be set.
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Jennifer Sanchez

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 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	By June 2019, the percentage of ALL students meeting grade level expectations on STAAR Reading will increase in each met expectations area from		60.00%	31.00%	14.00%	65.00%	36.00%	19.00%
Goal 2	By June 2019, the percentage of ALL students meeting grade level expectations on STAAR Math will increase in each met expectations area from		59.00%	18.00%	7.00%	64.00%	23.00%	12.00%
Goal 3	By June 2019, the percentage of 4th-5th graders with English Reading lexile levels at the approaches, meets, or masters level as measured with the District progress monitoring tool will increase from		52.00%	12.00%	5.00%	57.00%	17.00%	10.00%
Goal 4	By June 2019, the percentage of 4th graders with Spanish Reading Lexile levels at the approaches, meets, or masters level as measured with the District progress monitoring tool will increase from		63.00%	13.00%	2.00%	68.00%	18.00%	7.00%

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,9,10	SPED	Implementation of LLI in small group guided reading in SpEd Resource	SpEd Teachers	September	PLC	SPED	\$ 1,200.00	Closing Gaps
1,2,3,9,10	LEP	Implementation of LLI in small group guided reading in 3rd & 4th Grade	3rd & 4th RP Teachers	September	PLC	SCE	\$ 2,100.00	Closing Gaps
1,2,3,4,5,10	LEP	Pull-out for teachers to observe in the classrooms of mentor teachers and change champions	admin.	September - May	Pull-Out	Title I	\$ 1,500.00	Tchr/Staff Quality
1,2,3,4,5,8, 10	LEP	Summer Intensive to train Change Champions to create standards aligned objectives and lesson agendas by breaking down the TEKS so they may serve as mentors to their peers.	Principal	August 6th-7th	Pull-Out	Title I	\$ 1,250.00	Tchr/Staff Quality
1,2,3,4,5,8,10	LEP	Ongoing training for change champions on the Mendoza Model instructional and Data Practices so they may serve as teacher leaders and mentors in their grade level.	Principal, Assistant Principal, Teaching Trust Year 2 Team	Ongoing throughout the year	Pull-Out	Title I	\$ 1,200.00	Tchr/Staff Quality
1,2,9,10	LEP	Additional Reading Materials aligned to STAAR	Admin., Teachers	September-January	Faculty Mgt	Title I	\$ 3,600.00	Progress
1,2,9,10	SPED	Reading Materials for students in the classroom needing intervention, differentiation, and/or modification	Admin, Teachers	September - January	PLC	SPED		Closing Gaps
1,2,9,10	LEP	Additional reading materials in Spanish for our Bilingual classrooms	Admin, Teachers	Sept-Jan		Bilingual	\$ 643.00	Progress
1,2,3,9,10	LEP	Materials for differentiating small group instruction and centers to meet the needs of students as determined by their progress monitoring data and aligned to student growth goals	Admin, Teachers	September-May	PLC	Title I	\$ 1,000.00	Closing Gaps
1,2,9,10	LEP	Additional Reading Materials aligned to STAAR	Admin., Teachers	September-January	Faculty Mgt	SCE	\$ 2,700.00	Progress

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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Jennifer Sanchez

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 2019, the percentage of ALL students meeting grade level expectations on STAAR Reading will increase in each met expectations area from						
	By June 2019, the percentage of ALL students meeting grade level expectations on STAAR Math will increase in each met expectations area from						
	By June 2019, the percentage of 4th-5th graders with English Reading lexile levels at the approaches, meets, or masters level as measured with the District progress monitoring tool will increase from						
	By June 2019, the percentage of 4th graders with Spanish Reading Lexile levels at the approaches, meets, or masters level as measured with the District progress monitoring tool will increase from						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 LLI progress	Implementation of LLI in small group guided reading in SpEd Resource	LLI progress monitoring, increase in reading level	Completed			
2 LLI progress	Implementation of LLI in small group guided reading in 3rd & 4th Grade	LLI progress monitoring, increase in reading level	Incomplete			Awaiting arrival of kits
3 Observation notes	Pull-out for teachers to observe in the classrooms of mentor teachers and change champions	905s when applicable, observation notes, notes from post observation follow up in face to face	On Target			In the planning stages; mentor teachers identified this first 6 weeks, first observation will take place the 2nd 6 weeks.
4 IPCs	Summer Intensive to train Change Champions to create standards aligned objectives and lesson agendas by breaking down the TEKS so they may serve as mentors to their peers.	first 3 weeks of 1st 6 weeks IPC completed during the 2 day summer intensive; time cards, agenda	Completed			
5 IPCs & Data Meetings	Ongoing training for change champions on the Mendoza Model instructional and Data Practices so they may serve as teacher leaders and mentors in their grade level.	Agendas, IPCs, data meetings, pull outs	On Target			Next pull out scheduled for 10-11
6 Purchase orders	Additional Reading Materials Aligned to STAAR	Purchase orders for materials, observation of materials in use in the classroom	On Target			After interim assessment, additional STAAR aligned materials will be ordered - currently in quoting phase and pending teacher feedback
7 Classroom observation feedback	Reading Materials for students in the classroom needing intervention, differentiation, and/or modification	Differentiated materials aligned to student needs and growth goals will be observed during Tier 1 instruction	On Target			After each interim assessment, we will review student progress and order materials as needed

8	Purchase orders	Additional reading materials in Spanish for our Bilingual classrooms	Purchase orders for materials, observation of materials in use in the classroom	On Target		After each interim assessment, we will review student progress and order materials as needed
9	Classroom observation feedback	Materials for differentiating small group instruction and centers to meet the needs of students as determined by their progress monitoring data and aligned to student growth goals	Differentiated activities aligned to student growth goals will be observed during small group reading	Incomplete		After each interim assessment, we will review student progress and order materials as needed
10	Purchase Orders, Variety in DOLs	Additional Reading Materials aligned to STAAR	Additional materials will increase the variety of STAAR formatted, standards aligned DOLs available for teachers	Incomplete		Materials in the quoting stage; will place order with selected supplier by 10/5/18
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Jennifer Sanchez

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	The percent of students meeting expected or above growth on the District progress monitoring system for Math will increase from			33%	40%	EOY
	Goal 2	The percentage of students in grades 4-5 completing two weekly lessons on FWISD progress monitoring system for reading will increase from			80%	85%	EOY
	Goal 3	The percentage of students in grades 4-5 achieving 75% or higher on FWISD progress monitoring system for reading will increase from			55%	65%	EOY
	Goal 4	The percentage of students in grades 4-5 making progress as measured by FWISD local assessments of key enduring understandings and skills for Reading will increase from			42%	52%	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, 10	SPED	Math materials for students served by special education in SPED and Gen Ed classrooms needing intervention, differentiation, and/or modifications during Tier 1 instruction	Admin., Teachers	Ongoing	PLC	Local	\$ 1,000.00	Closing Gaps
1,2,3,4,5,8, 10	LEP	Summer Intensive to train Change Champions to create standards aligned objectives and lesson agendas by breaking down the TEKS so they may serve as mentors to their peers.	Principal	August 6th-7th	Pull-Out	Title I	\$ 1,300.00	Tchr/Staff Quality
1,2,3,4,5,8,10	LEP	Ongoing training for change champions on the Mendoza Model instructional and Data Practices so they may serve as teacher leaders and mentors in their grade level.	Principal, Assistant Principal, Teaching Trust Year 2 Team	Ongoing throughout the year	Pull-Out	Title I	\$ 1,200.00	Tchr/Staff Quality
1,2,9,10	LEP	Math materials for General Education students in the classroom needing intervention, differentiation, and/or modification in Tier 1 instruction	Admin., Teachers	Ongoing	PLC	Local	\$ 800.00	Progress
1,2,9,10	LEP	Math materials for students in the classroom needing acceleration	Admin., Teachers	Ongoing	PLC	GT	\$ 346.00	Achievement
1,2,9,10	LEP	Additional materials for the classroom aligned to STAAR	Admin, Teachers	September-January	PLC	Title I	\$ 3,600.00	Progress
1 2, 3, 9, 10	LEP	Materials and resources for small group guided mathematics and centers	Admin, Teachers	September-May	PLC	Title I	\$ 600.00	Achievement

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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Jennifer Sanchez

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
	The percent of students meeting expected or above growth on the District progress monitoring system for Math will increase from				40%	
	The percentage of students in grades 4-5 completing two weekly lessons on FWISD progress monitoring system for reading will increase from				85%	
	The percentage of students in grades 4-5 achieving 75% or higher on FWISD progress monitoring system for reading will increase from				65%	
	The percentage of students in grades 4-5 making progress as measured by FWISD local assessments of key enduring understandings and skills for Reading will increase from				52%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Observation, increase of students achieving mastery on DOLs, Quick Checks, and IAs	1-(Closing Gaps) Math materials for students served by special education in SPED and Gen Ed classrooms needing intervention, differentiation, and/or modifications during Tier 1 instruction	Purchase orders for materials, observation of materials in use in the classroom	On Target			After each Interim Assessment we will review student progress and order materials if Completed
2 Standards Aligned IPCs and lesson agendas	2-(Tchr/Staff Quality) Summer Intensive to train Change Champions to create standards aligned objectives and lesson agendas by breaking down the TEKS so they may serve as mentors to their peers.	Time Cards, IPCs	Completed			
3 Standards Aligned IPCs and lesson agendas, focused re-teach lessons	3-(Tchr/Staff Quality) Ongoing training for change champions on the Mendoza Model instructional and Data Practices so they may serve as teacher leaders and mentors in their grade level.	IPCs, data meeting scripts,	On Target			Next pullout is scheduled for October 11th
4 Observation, increase of students achieving mastery on DOLs, Quick Checks, and IAs	4-(Progress) Math materials for General Education students in the classroom needing intervention, differentiation, and/or modification in Tier 1 instruction	Purchase orders for materials, observation of materials in use in the classroom	On Target			After each Interim Assessment we will review student progress and order materials if
5 Observation, increase of students achieving mastery on DOLs, Quick Checks, and IAs	5-(Achievement) Math materials for students in the classroom needing acceleration	Purchase orders for materials, observation of materials in use in the classroom	On Target			After each Interim Assessment we will review student progress and order materials if
6 Observation, increase of students achieving mastery on DOLs, Quick Checks, and IAs	6-(Progress) Additional materials for the classroom aligned to STAAR	Purchase orders for materials, observation of materials in use in the classroom	On Target			After each Interim Assessment we will review student progress and order materials if

7	Observation, increase of students achieving mastery on DOLs, Quick Checks, and IAs	7-(Achievement) Materials and resources for small group guided mathematics and centers	Purchase orders for materials, observation of materials in use in the classroom	On Target			Students are currently tracking whole class DOL goals, will add individual STAAR Target goals that
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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: Jennifer Sanchez

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	Parent/family participation in at least 1 student-led individual conference will increase from	0%	40%	6-2019
	Goal 2	The percentage of the 30 health lessons delivered to students in grades 1-5 will increase from	30%	75%	6-2019
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	1, 6, 10	SPED	Hold one student led parent conference night per semester	Teachers, Admin	October & February	Faculty Mgt	Title I	\$ 200.00	FAMILY
2	2, 10	LEP	Health lessons taught as a rotation during PLCs by PE Coach	Admin, Specials Teachers	September - May	PLC	Other	\$ -	HEALTH
3	1,6,10	LEP	LENA 13 week parent education program from Concilio	Admin, Concilio	February-May		SCE	\$ -	FAMILY
4	1,6,10	LEP	Family Communications Liaison	Admin			Title I	\$ 8,280.00	FAMILY
5	1,6,10	LEP	Family Science Night provided by the FW Museum of Science and History	Parent & Community Involvement Committee	December		Title I	\$ 750.00	FAMILY
6	1,6,10	LEP	Family Nights - materials and food	Parent & Community Involvement Committee	Sept-May		Title I	\$ 1,300.00	FAMILY
7	1, 6, 10	LEP	Coffee with the Principals	Admin	Monthly		Title I	\$ 200.00	FAMILY
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Jennifer Sanchez

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
	Parent/family participation in at least 1 student-led individual conference will increase from				40%	
	The percentage of the 30 health lessons delivered to students in grades 1-5 will increase from				75%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Sign in sheets	Hold one student led parent conference night per semester	sign in sheets	On Target			1st grade photo student led conferences
2 Lesson Plans	Health lessons taught as a rotation during PLCs by PE Coach	lesson plans and observation	Not Started			
3 Sign in sheets	LENA 13 week parent education program from Concilio	sign in sheets	Not Started			Scheduled for Spring
4	Family Communications Liaison		Completed			
5 Sign in sheets	Family Science Night provided by the FW Museum of Science and History	sign in sheets	Not Started			December 11th
6 Sign in sheets	Family Nights - materials and food	sign in sheets and agendas	Not Started			
7 Sign in sheets	Coffee with the Principals	sign in sheets	On Target			in progress as one coffee is planned for
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