

143-D McRae ES

Julia B. Yost

Sonja Starr-Malone

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 143-D McRae ES

Principal: Julia B. Yost

Executive Director: Sonja Starr-Malone

## State Accountability Status

**Met Standard**

### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

### Campus Mission/Vision Statement

*Mission: D. McRae Elementary School*

*Is A Place Where Everyone Comes Together*

### 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>	
Domain 2: <b>School Progress</b>	
Domain 3: <b>Closing The Gaps</b>	

## SBDM Members

Name	Role
Gayle Helmes-Pirtle	Teacher
Nana Mensah	Teacher
Alba Blanco	Teacher
Tammy Luna	Teacher
Regina Munguia	Campus Non-Tch Prof
Shannon Elliot	District-Level Staff
Daniela DeLeon	Parent
Mariana Vidales	Parent
TBD	Parent
Sam Chavez	Community Rep
Tricia Bowes	Community Rep
TBD	Business Rep
TBD	Business Rep
Jamie Espinoza	Teacher
	Select
	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:** D. McRae Elementary

**Principal:** Julia B. Yost

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	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.	All student group performing at or above state standard.	1.	Achievement Gap between African American Sub group and All Students.	<b>1. Title I Assistant and certified tutors to support improved core instruction in K-5 early literacy and 3-5 literacy and math, resulting in improved</b> <b>2. Monitoring attendance: Tardies and Absences,</b> <b>3. Improved core instruction in literacy and math</b> <b>4. Improve family and community involvement, communication, and engagement through academic nights, parent informational</b> 5. 6. 7. 8. 9. 10.	
<b>Student Achievement</b>	1.	Met standard on all parts of STAAR.	1.	Students reading on grade level based on Achieve 3000 and campus based assessments.		
<b>School Culture and Climate</b>	1.	Low teacher turn over and positive school climate.	1.	Opportunities to recognize diverse and varied cultures.		
<b>Staff Quality/ Professional Development</b>	1.	Campus wide use of Google Classroom.	1.	Opportunities to improve RtI processes as well as identification of		
			2.			

<b>Curriculum, Instruction, and Assessment</b>	1. Veteran staff is knowledgeable of Curriculum and Materials.	1. Improved monitoring and interventions for PK-2nd Grade Reading.
	2. Instructional Coach is available	
<b>Family and Community Involvement</b>	1. Events to engage parents include Math Night, Literacy Event, Science Night, STAAR Parent informational meeting.	1. Attendance is a concern. Only 160 students had Perfect Attendance for the 4th six weeks.
	2. Relationships and collaborations with Texas	2. D. McRae Elementary does not have an active School Partner.
<b>School Context and Organization</b>	1. Title I teacher and pull out tutors support the learning in the classroom	1. Targeted support for 3-5

	→ 143-D McRae ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 34,376	\$ 6,708		\$ 2,139	\$ 223	\$ 2,958	\$ 165,976	212,380

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

**Budget Summary**

Principal: Julia B. Yost

Leadership Director: Sonja Starr-Malone

**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	15,950	6,708	0	0	0	2,958	37,800	\$ 63,416
Campus Needs - Student Achievement	23,000	0	0	2,139	223	0	114,000	\$ 139,362
Campus Needs	1,300	0	0	0	0	0	2,100	\$ 3,400
Parent/Family Engagement Health Related	200	0	0	0	0	0	11,480	\$ 11,680
<b>TOTAL</b>	<b>\$ 40,450</b>	<b>\$ 6,708</b>	<b>\$ -</b>	<b>\$ 2,139</b>	<b>\$ 223</b>	<b>\$ 2,958</b>	<b>\$ 165,380</b>	<b>\$ 217,858</b>
<b>Allocations</b>	<b>34,376</b>	<b>6,708</b>	<b>-</b>	<b>2,139</b>	<b>223</b>	<b>2,958</b>	<b>165,976</b>	212,380
<b>Percent Budgeted</b>	118%	100%	NA	100%	100%	100%	100%	103%

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							-

# Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Julia B. Yost

Leadership Director: Sonja Starr-Malone

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 2 campus-based events will increase from 2 to 6	0%	300%	1-May
	Goal 2	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from 25% to 75%	25%	75%	1-May
	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	3, 6	CTE-LEP	Improve family and community involvement, communication, and engagement through Six Week Parent Academy and Latino Literacy Project: Register 20 parents to attend once weekly during six weeks in the fall and six weeks in the spring, to participate in parenting skills development and enrichment, through partnership with Texas Wesleyan.	Faculty	October 3, 2018- November 28, 2018	After Sch	Other	\$ -	FAMILY
2	1, 2, 3, 6	CTE-LEP	Teachers will conference twice a year at minimum with Parents to review student progress data and Title I parent compacts.	Teachers	October 2018/February 2019	Pull-Out	Title I	\$ -	FAMILY
3									
4	1, 2, 3, 6	CTE	Improve family health, and community involvement, communication, and engagement through Children's Academy; Literacy enrichment and wellness activities through partnership with Texas Wesleyan.	Faculty	October 3, 2018- November 28, 2018	After Sch	Other	\$ -	HEALTH
5	3, 6	CTE	Improve family health, and community involvement, communication, and engagement through Family Wellness Night	Wellness Coordinator, Wellness Committee, Family Communication Parent Liason, Administrator	Spring	After Sch	Title I	\$ 500.00	HEALTH

6	1, 2, 3, 6	CTE	Improve family and community involvement, communication, and engagement through academic nights, parent informational events and conferencing, and partnerships with community organizations. Family Academic Events; Literacy, Math, Science, Fine Arts	P-k-5, Teachers, Data Analyst, coach	Fall, Spring	After Sch	Title I	\$ 2,700.00	FAMILY
7	3, 6	CTE	Improve family health, and community involvement, communication, and engagement through Parent Nutrition Classes 8 week series	Family Communication Liaison, Wellness Coordinator and Wellness Committee	Fall, Spring	Pull-Out	Local	\$ 200.00	HEALTH
8	1, 2, 3, 6	CTE-LEP	Improve family and community involvement, communication, and engagement by providing parent ESL classes weekly	ESL Teacher	Fall, Spring	Pull-Out	Other	\$ -	FAMILY
9	3, 6	CTE	Parent Communication Liaison will communicate between school and parents	Family Communication Liaison	September 2018-June 2019	After Sch	Title I	\$ 8,280.00	FAMILY
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Julia B. Yost

Leadership Director: Sonja Starr-Malone

<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)
--------------------	---

<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>
	Parent/family participation in at least 2 campus-based events will increase from 2 to 6	0.0%	300.0%		300%	0.0%
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from 25% to 75%	25.0%	75.0%		75%	0.0%
					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 Flyer, Registration, Hire teachers and Teacher	Register 20 parents to attend once weekly to participate in parenting skills development and enrichment	Sign-in log/Surveys	On Target			
2 Schedule, provide Title I parent compacts	Parent/Teacher student progress conferences and Title I parent compacts	Sign-in log	On Target			
3 Prepare activities, Sign in date and	Children's academy; Literacy enrichment and wellness activities	Sign-in log	On Target			
4 Plan and	Wellness Committee will meet to plan a Family Wellness Night	Sign-in log	Not Started			
5 Family communities	Family Academic Events; Literacy, Math, Science, Fine Arts	Sign-in log/Surveys	On Target			
6 family contribution	Parent Nutrition Classes 8 week series	Sign-in log/Surveys	On Target			
7 Volunteer, flyer, sign-up parent and	Parent ESL classes weekly	Sign-in log/Surveys	On Target			
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Julia B. Yost

## Student Outcome Goals Action Plan

Leadership Director: Sonja Starr-Malone

<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</b> - Student Outcome <b>Goal</b> and <b>Progress Measures</b> (Baseline-X, Target-Y, Deadline-Z)	<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	44%	54%	EOY
	1.1 Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	26%	50%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	62%	90%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	70%	80%	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	39%	50%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	2A, 2B	CTE-LEP	Furniture equipment and instructional resources to support instruction	Teachers, Administrators	September 2018--May 2019	PLC	Local	\$ 11,376.00	Progress
2	2A, 2B	CTE-LEP	Weekly monitoring of completed Achieve 3000 lessons achieving 75% or higher on first try and Weekly completion of 2 Achieve 3000 lessons per week in grades 2-3 and supplies to support instruction.	2-3 Teachers, Data Analyst and Principal	September 2018--May 2019	PLC	Local	\$ 2,324.00	Achievement
3	2A, 2B	CTE-LEP	K-3 will study and monitor 100 sight words per grade level	K-1 and 2-5 Teachers, Data Analyst and Principal	September 2018--May 2019	PLC	Other	\$ -	Closing Gaps
4	2A, 2B	CTE	Outdoor classroom to support daily core instruction and student engagement	K-3 Teachers, Administrator	October 2018-May 2019	Pull-Out	SCE	\$ 6,708.00	Progress
5	2A, 2B	CTE-LEP	1/2 day substitutes for teacher to review data and participate in collaborative instructional planning	K-1 and 2-3 teachers, Data Analyst, Coach	October, January, March	Pull-Out	Title I	\$ 9,600.00	Closing Gaps
6	2A, 2B	CTE-LEP	K-1 RP and ESL will complete Smarty Ants lessons weekly as part of the literacy block	K-1 teachers, Data Analyst, Coach	September 2018-May 2019	PLC	Title I	\$ -	Progress
7	2A, 2B	CTE-LEP	K-3 Teachers will utilize Reading A-Z (leveled reading instruction) as part of daily individualized literacy instruction for RP and LEP students.	K-3 Teachers, Data Analyst	October 2018-May 2019	PLC	Local	\$ 450.00	Closing Gaps



8	2A, 2B	LEP	K-2 will implement Estrellita as part of the foundational literacy block for LEP students.	K-2 Teachers, Data Analyst, Coach	October 2018-May 2019	PLC	Title I	\$ 4,000.00	Progress
9	2A, 2B	CTE-LEP	K-3 teachers will utilize a Chromebook cart to support daily instruction, including literacy; Smarty Ants in K-1 and Achieve 3000 in 2-3, and math MAP in 1-3.	K-3 Teachers, Data Analyst, Librarian	October 2018-May 2019	PLC	Title I	\$ 11,900.00	Progress
10	2A, 2B	CTE-LEP	K-2 students will attend fieldtrip experiences to support core instruction	k-2 Teachers	October 2018-May 2019	Pull-Out	Title I	\$ 1,800.00	Closing Gaps
11	2A, 2B	CTE-LEP	K-3 teachers will utilize classroom library collections to increase reading comprehension across genres, as mentoring texts to support writing across the curriculum, and to facilitate language development.	K-1 and 2-3 teachers, Data Analyst, Coach	October 2018-May 2019	PLC	Title I	\$ 8,500.00	Progress
12	2A, 2B	SPED	K-3 RP and DL, Tier 3, and SpEd will utilize Read Naturally passages to develop reading fluency and reading proficiency using nonfiction reading passages in a small group setting.	K-3 Teachers, Data Analyst, Administrator	September 2018-May 2019	PLC	SPED	\$ 2,958.00	Closing Gaps
13	2A, 2B	CTE-LEP	Students will utilize Renaissance AR 1-3, and Star Early Literacy K to support literacy development and comprehension	K-1 and 2-3 teachers, Data Analyst, Coach	September 2018-May 2019	PLC	Title I	\$ -	Progress
14	2A, 2B	CTE-LEP	K-3 students will attend fieldtrip experiences to support core instruction	K-3 Teachers, Administrators	September 2018--May 2019	PLC	Local	\$ 1,800.00	Closing Gaps
15	2A, 2B	CTE-LEP	Teachers will attend SGGR training/professional material and conduct small guided group lessons daily to support individualized/leveled literacy development as part of the literacy block.	K-1 and 2-3 teachers, Data Analyst, Coach	September 2018--May 2019	PLC	Title I	\$ 2,000.00	Progress

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Julia B. Yost

## Student Outcome Goals Progress Monitoring

Leadership Director: Sonja Starr-Malone

Opportunity	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (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 44 to 54 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		26.0%			50%	-24.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		62.0%			90%	-28.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		39.0%			50%	-11.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Weekly monitoring of completed Achieve 3000 lessons, and individual goal setting visuals for all students scoring 75% or higher on first attempt 2- Weekly monitoring of completed Achieve 3000 lessons	Weekly monitoring of completed Achieve 3000 lessons achieving 75% or first try or higher in grades 2-3	All students 2-3 have completed the BOY level set and 70% of students have scored 75% or higher on the first try of each lesson attempted	On Target			Weekly monitoring and goal setting will be imperative.
2	Weekly completion of 2 Achieve 3000 lessons per week in grades 2-3	62% of students have completed 2 lessons per week over first two initial weeks	On Target			Weekly monitoring and goal setting will be imperative.
3 BOY teacher conferencing reflected all teachers have completed initial assessment of and provided students with sight word list and are in various stages of goal setting with students.	K-3 will study and monitor 100 sight words per grade level	BOY teacher conferencing reflected all teachers have completed initial assessment of sight word recognition, provided students with sight word list and are in various stages of goal setting with students.	On Target			
4 Initial planning stages are are reflected in September 24, 2018	Outdoor classroom to support daily core instruction and student engagement	Initial planning stages are are flected in September 24, 2018 SBDM notes	On Target			This is a new strategy. Implementation should be completed and on
5 Planning meeting notes	1/2 day substitutes for teacher to review data and participate in collaborative instructional planning	The first 1/2 day planning session is scheduled for October 23, 2018. Agenda provided.	On Target			
6 Initial lessons started for each student K-1, 2	K-1 RP and ESL will complete Smarty Ants lessons weekly as part of the literacy block	Weekly monitoring	On Target			There have been some issues with the Smarty

7	Lesson planning and walk through observations	K-3 Teachers will utilize Reading A-Z (leveled reading instruction) as part of daily individualized literacy instruction.	Weekly monitoring starting in October. PLC agenda. Lesson planning.	On Target			
8	Weekly monitoring of Achieve 3000 and Smarty Ants data and monthly monitoring of MAP growth data	K-3 teachers will utilize ipad cart and Chromebook cart to support daily instruction, including literacy; Smarty Ants in K-1 and Achieve 3000 in 2-3, and math MAP in 1-3.	Requested quotes from technology to proceed with Purchase Order. BOY assessment and walk through observational data supports the need for additional resources for literacy instruction K-3	On Target			
9	BOY, MOY, and EOY progress monitoring data in literacy and language proficiency	K-3 teachers will utilize classroom library collections to increase reading comprehension across genres, as mentoring texts to support writing across the curriculum, and to facilitate language development.	BOY assessment and walk through observational data supports the need for additional resources for literacy instruction K-3	On Target			
10	BOY, MOY, and EOY progress monitoring data	Renaissance AR 1-3, and Star Early Literacy K will be utilized to support literacy development and comprehension	Lesson plans and walk through observation data	On Target			
11	BOY, MOY, and EOY progress monitoring data in literacy and language	Teachers will attend SGGR training and conduct small guided group lessons daily to support individualized/leveled literacy development as part of the literacy block.	Lesson plans and walk through observation data	On Target			
12	BOY, MOY, and EOY progress monitoring data in literacy	K-2 will implement Estrellita as part of the foundational literacy block.	BOY assessment and walk through observational data supports the need for additional resources for literacy instruction K-2. BOY, MOY, and EOY progress monitoring data in literacy	On Target			
13	Fieldtrip experiences will support core instruction	K-2 students will experience additional fieldtrip experiences to support core instruction	Lesson plans and walk through observation data	On Target			
14							
15							

# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Julia B. Yost

## Campus Needs - Student Achievement Action Plan

Leadership Director: Sonja Starr-Malone

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 by 2% to 97% for each grade level by May 30, 2019			95%	97%	EOY
	Goal 2	Attendance - Students with perfect attendance as documented in the FWISD Cycle Reports will increase by 8% by June 2019			25%	33%	EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMA	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	1, 2, 9	CTE-LEP	A schoolwide attendance plan will be implemented	Counselor, Teachers, Administrators	September 2018-May 2019	Faculty Mgt	CTE	\$ -	Closing Gaps
2	1, 2, 9	CTE-LEP	The counselor will conduct monthly home visits to chronically absent students and leave door hanger/flyer to notify a missed visit	Counselor, Teachers, Administrators	September 2018-May 2019	Pull-Out	Local	\$ 300.00	Closing Gaps
3	1, 2, 9	CTE-LEP	Incentives will be provided for each six weeks perfect attendance recognition; ribbons, bikes, balls, tiger time, etc	Counselor, Teachers, Administrators	September 2018-May 2019	Pull-Out	Local	\$ 1,000.00	Closing Gaps
4	1, 2, 9	CTE-LEP	Each six weeks the counselor will meet with parents to provide information and strategies to promote and support attendance	Counselor, Teachers, Administrators	September 2018-May 2019	Pull-Out	Title I	\$ 300.00	Closing Gaps
5	1, 2, 9	CTE	An end of the year perfect attendance fieldtrip will be scheduled for all students with perfect attendance.	Counselor, Teachers, Administrators	September 2018-May 2019	Pull-Out/ Vendor	Title I	\$ 1,200	Closing Gaps
6									
7	1, 2, 9	CTE-LEP	Perfect attendance flags will be utilized as an incentive for attendance recognition	Counselor, Teachers, Administrators	September 2018-May 2019	Pull-Out/ Vendor	Title I	\$ 300.00	Closing Gaps
8	1, 2, 3, 4, 5, 9	CTE	The counselor will attend on-going professional development and conference to support students' social/emotional growth	Counselor		Saturday	Title I	\$ 300.00	Tchr/Staff Quality
9									



2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Julia B. Yost

Leadership Director: Sonja Starr-Malone

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

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase by 2% to 97% for each grade level by May 30, 2019	95.0%	97.0%		97%	0.0%
	Attendance - Students with perfect attendance as documented in the FWISD Cycle Reports will increase by 8% by June 2019	25.0%	33.0%		33%	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 Schoolwide plan created and implemented	A schoolwide attendance plan will be implemented	School attendance plan documented and shared with parents, students, and teachers	On Target			
2 Home visits scheduled and logged	The counselor will conduct monthly home visits to chronically absent students	Parent sign log	On Target			
3 Incentives purchased and ready for six weeks report	Incentives will be provided for each six weeks perfect attendance recognition; ribbons, bikes, balls, tiger time, etc	Counselor will work with PTO and Parent communication liaison to recognize and reward students for six weeks perfect attendance	On Target			
4 Parent attendance meeting planned and	Each six weeks the counselor will meet with parents to provide information and strategies to promote and support attendance	Parent sign-in log	On Target			
5 End of the year field trip planned for 250 students	An end of the year perfect attendance fieldtrip will be scheduled for all students with perfect attendance.	Students with perfect attendance will attend perfect attendance field trip at the end of May	On Target			
6 Perfect attendance flags designed and ordered by the end of the first six weeks	Perfect attendance flags will be utilized as an incentive for attendance recognition	Flags will be hung outside of each classroom when class has perfect attendance	On Target			

7	Counselor attends professional conference November 4-6	The counselor will attend on-going professional development and conference to support students' social/emotional growth	Counselor will attend conference and provide PD to faculty	On Target			
8							
9							
10							
11							
12							
13							
14							
15							

# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Julia B. Yost

## Campus Needs - Student Achievement Action Plan

Leadership Director: Sonja Starr-Malone

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

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Goal 1	Increase 3rd, 4th and 5th grades STAAR Reading percent for Meets and Masters on 2019 STAAR Reading by 16% over last year.	74.00%	37.00%	16.00%	84.00%	60.00%	20.00%
Goal 2	Increase 3rd, 4th, 5th grades STAAR Math percent for Meets and Masters on 2019 STAAR Math by 14% over last year	81.00%	46.00%	14.00%	81.00%	60.00%	20.00%	

		Alignment		Expectations					
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &	
1	1, 2, 9	CTE-LEP	Additional fieldtrip experiences will be scheduled to support core	3-5 Teachers,	October 2018-	PLC	Title I	\$ 2,000.00	Closing Gaps
2	1, 2, 9	CTE-LEP	Certified Tutors will support tiered instruction for RP and LEP students in Spanish and English literacy and math 3-5	Certified Tutors, Data Analyst	October 2018-May 2019	Pull-Out	Title I	\$ 13,500.00	Closing Gaps
3	1, 2, 9	CTE-LEP	Title I Bilingual Teacher Assistant will provide RP and LEP small group instruction to support literacy and math instruction 3-5	3-5 teachers, Data Analyst, Title I Teacher Assistant	October 2018-May 2019	Pull-Out	Title I	\$ 23,000.00	Closing Gaps
4	1, 2, 9	CTE-LEP	Data Analyst will meet with teachers weekly to review and analyze student data and student work samples to identify gaps in learning and to inform instruction	3-5 Teachers, Data Analyst, Principal, Coach	October 2018-May 2019	PLC	Title I	\$ 58,000.00	Closing Gaps
5	10, 3	CTE	3-5 teachers will provide Gifted and Talented field trip and skills based small group extended Instruction as part of the daily literacy block	3-5 Teachers, Data Analyst, Principal, Coach	October 2018-May 2019	PLC	GT	\$ 223.00	Progress
6	1, 2, 9	CTE-LEP	Substitutes will be provided for 3-5 teachers to plan collaboratively, and review interim and benchmark data to identify student needs and to inform instructional focus.	3-5 Teachers, Data Analyst	October, January, March	PLC	Title I	\$ 7,000.00	Closing Gaps
7	1, 2, 9	CTE-LEP	Weekly monitoring of completed Achieve 3000 lessons achieving 75% or higher and Weekly monitoring of completion of 2 Achieve 3000 lessons per week in grades 3-5	3-5 Teachers, Data Analyst, Principal, Coach	September 2018-May 2019	PLC	CTE	\$ -	Progress
8	1, 2, 9	CTE-LEP	Literacy and Math Events will be scheduled throuout the year in order to provide parents with supports and resources to assist students academically	PK-5 Teachers, Data Analyst, Librarian, Coach, Principal	September 2018-February 2019	Saturday	Title I	\$ 2,500.00	Progress
9	1, 2, 9	CTE-LEP	Fieldtrip experiences will be scheduled to support core instruction in grades 3-5	3-5 Teachers, Administrators	September 2018-May 2019	PLC	Local	2381.	Progress



10	1, 2, 9	CTE-LEP	Faculty and Administrator will attend professional development opportunities to develop areas of instructional need as identified through T-tess planning, walk through observation, and schoolwide instructional focus.	3-5 Teachers, Data Analyst, Coach, Principal	September 2018-May 2019	Pull-Out	Title I	\$ 4,000.00	Tchr/Staff Quality
11	1, 2, 9	CTE	Faculty will attend professional development opportunities to develop areas of instructional need as identified through T-tess planning, walk through observation, and schoolwide instructional focus.	3-5 Teachers, Data Analyst, Coach, Principal	September 2018-May 2019	After Sch	Local	\$ 2,500.00	Tchr/Staff Quality
12	1, 2, 3, 4, 9	CTE-LEP	3-5 teachers will utilize STAAR formatted and aligned resources for reading, writing, science, and math to support reading expository text, reading comprehension development, and skills based instruction in literacy and math.	3-5 Teachers, Data Analyst	November 2018-May 2019	PLC	Local	\$ 11,000.00	Closing Gaps
13	1, 2, 9	CTE-SPED	Special Education Teachers and 3-5 teachers will utilize Imagine Learning as part of the instructional block to support tier 3 and special education students' literacy and math instruction.	3-5 Teachers, Special Education teachers, Data Analyst, Coach	November 2018-May 2019	PLC	Local	\$ 9,500.00	Closing Gaps
14	1, 2, 9	CTE-SPED	3-5 teachers will utilize Renaissance AR to support reading comprehension.	3-5 Teachers, Special Education teachers, Data Analyst, Coach	September 2018-May 2019	PLC	Title I	\$ 4,000.00	Progress
15	1, 2, 9, 10	CTE-LEP	3-5 teachers will utilize classroom library collections to increase reading comprehension across genres, as mentoring texts to support writing across the curriculum, and to facilitate language development.	3-5 Teachers, Special Education teachers, Data Analyst, Coach	September 2018-May 2019	PLC	Bilingual	\$ 2,139.00	Progress

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Julia B. Yost

Leadership Director: Sonja Starr-Malone

<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)
--------------------	---

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Increase 3rd, 4th and 5th grades STAAR Reading percent for Meets and Masters on 2019 STAAR Reading by 16% over last year.	74.0%	37.0%				
	Increase 3rd, 4th, 5th grades STAAR Math percent for Meets and Masters on 2019 STAAR Math by 14% over last year	81.0%	46.0%				

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Student growth data; Achieve 3000 Lexile Level and MAP growth	The master schedule will reflect acceleration time for each grade level to provide small guided group focused tiered instruction	Master schedule, Posted schedules by class, Walk through observation	On Target			
2 Student growth data; Achieve 3000 Lexile Level	Certified Tutors will support tiered instruction for Spanish and English literacy and math 3-5	Tutor schedules, Lesson plans	On Target			
3 Student growth data; Achieve 3000 Lexile Level and MAP growth	Title I Bilingual Teacher Assistant will provide small group instruction to support literacy and math instruction 3-5	Schedule, lesson plans, and student progress monitor	Not Started			
4 Interim and BM data	Data Analyst will meet with teachers weekly to review and analyze student data and student work samples to identify gaps in learning and to inform instruction	Weekly PLC agenda, student progress data, instructional calendar	On Target			
5 Interim and BM data	3-5 teachers will provide skills based small group Instruction as part of the daily literacy block	Schedules, lesson plans, progress data	On Target			
6 Interim and BM data	Substitutes for 3-5 teachers to plan collaboratively, and review interim and benchmark data to identify student needs and to inform instructional focus.	Instructional focus plans, planning agenda and notes and student progress data	Not Started			
7 Weekly monitoring and conferencing	Weekly monitoring of completed Achieve 3000 lessons achieving 75% or higher in grades 3-5	Weekly reports of lessons completed achieving 75% or higher the first time	On Target			
8 Daily completion of homework and improved	Literacy and Math Events to provide parents with supports and resources to assist students academically	Flyers, sign-in sheets	On Target			
9 Weekly monitoring and conferencing	Weekly completion of 2 Achieve 3000 lessons per week in grades 3-5	Weekly reports of lessons completed by teacher/student group	On Target			

10	Interim and BM data	Teacher, Faculty, professional development to develop areas of instructional need identified through walk through observation.	Scheduled dates, certificates of attendance, professional development plan	On Target			
11	Weekly monitoring and follow up walk throughs	Data Analyst will meet with teachers weekly to review and analyze student data and student work samples to identify gaps in learning and to inform instruction and best practices	Scheduled PLC dates, Agenda, sign-in sheets, progress monitoring documentation	On Target			
12	Interim and BM data	3-5 teachers will utilize STAAR formatted and aligned resources for reading, writing, science, and math to support reading expository text, reading comprehension development, and skills based instruction in literacy and math.	Interim assessment and Benchmarck data	On Target			
13	Interim and BM data	Special Education Teachers and 3-5 teachers will utilize Imagine Learning as part of the instructional block to support tier 3 and special education students' literacy and math instruction.	Tier 3 and special education student progress data	Not Started			
14							
15							