

124-Maude I Logan ES

Steven Moore

Priscila Dilley

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 124-Maude I Logan ES

Principal: Steven Moore

Executive Director: Priscila Dilley

## State Accountability Status

**Met Standard**

### Campus Distinctions

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:

**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>	56
Domain 2: <b>School Progress</b>	89
Domain 3: <b>Closing The Gaps</b>	73

### SBDM Members

Name	Role
Steven Moore	Campus Non-Tch Prof
Dr. Jacqueline Walters	Campus Non-Tch Prof
Angela Hall	Campus Non-Tch Prof
Crystal Romero	Dist Emp Relations Council Rep
Safiyah Omar	Teacher
Tequila Lockridge	Teacher
Heidi Stevens	Teacher
Alex Seltzer	District-Level Staff
Cecilia Hernandez	Parent
Chell Goodrich	Community Rep
Molly Murador-Cobb	Additional Appointed Rep
	Select
	Select
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	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: **Maude I Logan Elementary #12**

Principal: **Patricia Scott - Interim**

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<b>Data Sources Used</b> No Graduation Yes Attendance Yes Discipline Yes Instruction Yes Curriculum Yes Student Data Make a selection for each by choosing from the	Yes Feeder Pattern Analysis Yes Cohort Analysis Yes Support Systems No Intervention Services No Dropout Identification Yes Achievement Gap	Yes Data Accuracy Yes Surveys No Fund Balance Yes Recruit & Retain Quality Staff Yes VOC-Customer Feedback No Other - enter data source here	
<b>Demographics</b>	<b>1.</b> Teacher Student Ratios for K-5th grade classes are smaller allowing for additional intervention support	<b>1.</b> Reading - students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension & fluency;	<b>1.</b> Accelerating instruction in reading and math for all students <b>2.</b> Provide resources to assist in student motivation and mentorship <b>3.</b> Parent education platform to provide parents with the information and resources needed to support and advocate for their students & increase home-school communication & collaboration  <b>4. Build successful practices in our 4 target areas from impact grade to the rest of the campus (IPCs, Culture, Data Practices, Instructional Practices)</b>
<b>Student Achievement</b>	<b>1.</b> Students have made gains in all content areas; evidence of student growth as measured by all Benchmarks and Reading Levels	<b>1.</b> Literacy - Higher Order thinking skills, particularly those outlined in Figure 19 <b>2.</b> Math - Problem Solving and foundational skills	
<b>School Culture and Climate</b>	<b>1.</b> Culture Routines including Morning Pep rally and procedures have made a great impact on student and staff culture.	<b>1.</b> Lunch routines, Foundational social skills i.e. disagreeing, motivation/goal setting, and Growth Mindset. Provide male African American students with additional motivation	
<b>Staff Quality/ Professional Development</b>	<b>1.</b> 90% new faculty and staff. Most classroom teachers have experience with teaching and delivering effective content.	<b>1.</b> Professional development - implementing focused PD in four impact areas - Culture, Instructional Practices, Data Practices, IPCs	
<b>Curriculum, Instruction, and Assessment</b>	<b>1.</b> Implementing student data in our instruction through aligned curriculum and materials in our impact grade (3rd)	<b>1.</b> Intervention support and resources that provide instruction with student engagement strategies	
<b>Family and Community Involvement</b>	<b>1.</b> Larger turnout for family and school events.	<b>1.</b> More opportunities for parents and community to engage with the campus	
<b>School Context and Organization</b>	<b>1.</b> Impact grade has embraced a new mindset - successfully - and been instrumental in making campus wide changes.	<b>1.</b> Create the same cultural mindset at all other grade levels and incorporate those teachers as partners in change.	

	→ 124-Maude I Logan ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	<b>TOTAL</b>
	\$ 25,597	\$ 3,864		\$ 464	\$ 65	\$ 1,195	\$ 124,000	155,185

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

**Budget Summary**

Principal: Steven Moore

Leadership Director: Priscila Dilley

**Summary by Fund Source**

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	<b>GRAND TOTAL budgeted in CEIP</b>
Student Outcome Goals	2,500	3,864	0	464	0	0	32,500	\$ 39,328
Campus Needs - Student Achievement	18,372	0	0	0	0	0	38,940	\$ 57,312
Campus Needs	4,725	0	0	0	65	1,195	42,280	\$ 48,265
Parent/Family Engagement Health Related	0	0	0	0	0	0	10,280	\$ 10,280
<b>TOTAL</b>	<b>\$ 25,597</b>	<b>\$ 3,864</b>	<b>\$ -</b>	<b>\$ 464</b>	<b>\$ 65</b>	<b>\$ 1,195</b>	<b>\$ 124,000</b>	<b>\$ 155,185</b>
<b>Allocations</b>	<b>25,597</b>	<b>3,864</b>	<b>-</b>	<b>464</b>	<b>65</b>	<b>1,195</b>	<b>124,000</b>	155,185
<b>Percent Budgeted</b>	100%	100%	NA	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
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: Steven Moore

Leadership Director: Priscila Dilley

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</b>	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
		Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	25%	30%
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			EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	73%	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	77%	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	0%	60%	EOY

<b>Title I Components</b>	<b>PBMAS</b>	<b>Alignment</b>	<b>Expectations</b>					<b>Focus</b>
		<b>Implementation Action Steps (Target Element Strategies)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>PD Code</b>	<b>Budget Source</b>	<b>Amnt</b>	
1		Students will go to the computer lab at least once per week and do one Achieve lesson (KidBiz or Smarty Ants) by a trained computer lab assistant.	Computer Lab Assistant	Sept 2017 - May 2018	Faculty Mgt	Title I	\$ 18,000.00	Achievement
2	1,4	Teacher training to implement system for effective instruction and monitoring of Achieve 3000 and Smarty Ants.	Achieve Personnel & Instructional Coaches	29-Aug-18	Pull-Out	Local	\$ 2,500.00	Tchr/Staff Quality
3	1,2	Administrators to monitor weekly lessons on Achieve and the 75% on 2 articles expectations.	Admin & Instructional Coaches	On-Going	Faculty Mgt	Title I	\$ 1,000.00	Tchr/Staff Quality
4	1,2	Administrators to monitor reading levels in K-2 by utilizing F&P, KidBiz, and Smarty Ants literacy data.	Admin, Instructional Coaches, and Data Analyst	On-Going	Faculty Mgt	Title I	\$ 1,000.00	Tchr/Staff Quality
5	1,9	Teachers in grades K-2 are tracking below level readers, bi-weekly, using F&P Running Records and LLI intervention/assessment systems.	K-2 Teacher & Instructional Coaches	On-Going	Faculty Mgt	SCE	\$ 3,864.00	Closing Gaps
6	1,9	Teacher assistants to push in K-2 grades during literacy blocks for additional support.	TA, K-2 Teachers, Admin, and Instructional Coaches	Sept 2017 - May 2018	Faculty Mgt	Title I	\$ 2,500.00	Closing Gaps
7	1,9	Reading Partners will work with below level 1st and 2nd grade students, twice/week for 45 min sessions.	Reading Partners & Admin Team	On-Going	Pull-Out			Achievement
8	1,3,4	Instructional Coaches to provide support and PD to teachers and students to improve student outcomes.	Instructional Coaches & Teachers	On-Going	Faculty Mgt	Title I	\$ 5,000.00	Tchr/Staff Quality

9	1,4		Neuhaus Education Center professional development training for all teachers in grades K-2 to improve best practices for reading instruction.	K-2 Teacher & Instructional Coaches, and district trainers.	On-Going	Faculty Mgt	Title I	\$ 5,000.00	Tchr/Staff Quality
10	1, 3	LEP	Estrellita professional development training for all DLE teachers in grades K-2 to improve best practices for Spanish reading instruction.	DLE K-2 Teachers and district trainers	On-Going	Faculty Mgt/Vendor	Bilingual	\$ 464.00	Tchr/Staff Quality
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## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Steven Moore

## Student Outcome Goals Progress Monitoring

Leadership Director: Priscila Dilley

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)
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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 25 to 30 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				0%	
	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.	1-(Achievement) Students will go to the computer lab at least once per week and do one Achieve lesson (KidBiz or Smarty Ants) by a trained computer lab assistant.	Reports will indicate 100% of students in grades K-5 have completed 1 lesson in the computer lab per week.				
2 STRIVE Walk-throughs	2-(Tchr/Staff Quality) Teacher training to implement system for effective instruction and monitoring of Achieve 3000 and Smarty Ants.	Walk-throughs will indicate implementation of Achieve.				
3 Administrators review reports during leadership team meetings.	3-(Tchr/Staff Quality) Administrators to monitor weekly lessons on Achieve and the 75% on 2 articles expectations.	80% of students will achieve 75% or higher on two articles/week first try.				
4 Administrators review reports during leadership team meetings.	4-(Tchr/Staff Quality) Administrators to monitor reading levels in K-2 by utilizing F&P, KidBiz, and Smarty Ants literacy data.	80% of students will show evidence of being on track toward individual progress goal.				
5 Teachers will use a data tracker to monitor student data.	5-(Closing Gaps) Teachers in grades K-2 are tracking below level readers, bi-weekly, using F&P Running Records and LLI intervention/assessment systems.	All teachers will complete data trackers bi-weekly to provide at scheduled data meetings.				
6 STRIVE Walk-throughs	6-(Closing Gaps) Teacher assistants to push in K-2 grades during literacy blocks for additional support.	Walk-throughs will indicate implementation of TA pushing in for additional support.				
7 Data reports from Reading Partners	7-(Closing Gaps) Reading Partners will work with below level 1st and 2nd grade students, twice/week for 45 min sessions.	80% of students participating in Reading Partners will show a year's growth.				

8	Instructional Coach's log of support.	8-(Tchr/Staff Quality) Instructional Coaches to provide support and PD to teachers and students to improve student outcomes.	All logs will be reviewed weekly by administrators to show evidence of co-teaching, modeling of lessons, and push in support.				
9	STRIVE Walk-throughs	9-(Tchr/Staff Quality) Neuhaus Education Center professional development training for all teachers in grades K-2 to improve best practices for reading instruction.	All K-2 classroom walk-throughs will indicate implementation of Neuhaus strategies.				
10	STRIVE Walk-throughs	10-(Tchr/Staff Quality) Estrellita professional development training for all DLE teachers in grades K-2 to improve best practices for Spanish reading instruction.	All K-2 DLE classroom walk-throughs will indicate implementation of Neuhaus strategies.				
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# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Steven Moore

## Campus Needs - Student Achievement Action Plan

Leadership Director: Priscila Dilley

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, all students in grades 3-5 will increase at least one reading performance level as measured by TEA Performance Ratings.		56.00%	24.00%	7.00%	20.00%	56.00%	24.00%
Goal 2	By June 2019, all students in grades 3-5 will increase at least one math performance level as measured by TEA Performance Ratings.		64.00%	28.00%	11.00%	8.00%	64.00%	28.00%
Goal 3								
Goal 4								

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,9	Students will go to the computer lab at least once per week and do 1 Achieve lesson (KidBiz or Smarty Ants) facilitated by a trained computer lab assistant.	Computer Lab Assistant Teachers	Ongoing		Title I	\$ 18,000.00	Progress
2	1,3,9	Tier 3 students will receive intensive intervention through LLI. F&P levels will be monitored by leadership and Data Analyst on a monthly basis.	Admin Teachers Data Analyst	Ongoing		Local	\$ 6,000.00	Closing Gaps
3	3,8	Teachers will be involved in the creation of the IPC for ensuring lesson alignment to state standards.	Admin Teachers Instructional Coaches	Ongoing		Local	\$ 1,000.00	Progress
4	3,9	All teachers will appropriately tier students and provide differentiated instruction within the lesson cycle.	Admin Teachers Instructional Coaches	Ongoing		Title I	\$ 1,000.00	Closing Gaps
5	2,3,9	Extended hour added to the school day to provide targeted intervention utilizing additional staff members during a specified block of time for additional support for struggling learners.	Faculty	Ongoing		Local	\$ 5,097.00	Closing Gaps
6	1,9	Teacher assistants to push in grades 3 & 4 for additional support.	Admin Teachers	Ongoing		Local	\$ 3,000.00	Closing Gaps
7	1,3,9	Teacher will utilize STAAR materials (i.e. Motivation) for intervention and STAAR preparation.	Admin Instructional Coaches Teachers	Ongoing		Local	\$ 3,275.00	Progress
8	1,4	Teacher will engage in pull-out professional learning that supports the two best Learning Model practices: Standard Alingmnet & Assessment and Feedback.	Admin Instructional Coaches Teachers	Ongoing	Pull-Out/ PLC	Title I	\$ 3,970.00	Tchr/Staff Quality



9	1,2,3	Teachers will deliver instruction on Saturday to prepare students for STAAR mastery.	Admin Instructional Coaches Teachers	Mar-19	Saturday	Title I	\$ 5,000.00	Progress
10	3,8,9	Teacher will be expected to implement visual data tracking systems and student data tracking systems.	Instructional Coaches Data Analyst Teachers	Ongoing		Title I	\$ 5,000.00	Closing Gaps
11	4	Teachers will know how to utilize the MAP tool to increase student performance. Administrative team will monitor student progress quarterly.	Admin Math Instr. Coach Data Analyst Teachers	Quarterly	Faculty Mgt/PLC	Title I	\$ 1,985.00	Tchr/Staff Quality
12	1,6,8	Parent conferences will be held for our 3 - 5 students to go over student target goal.	Admin Teachers	Oct 2018 Feb 2019		Title I	\$ 2,000.00	Progress
13	4	Instructional Coaches to provide support and PD to teachers and students to improve student outcomes.	Instructional Coaches	Ongoing	Pull-Out/ PLC	Title I	\$ 1,985.00	Tchr/Staff Quality
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Steven Moore

Leadership Director: Priscila Dilley

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>MOY</b>			<b>EOY</b>		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
		By June 2019, all students in grades 3-5 will increase at least one reading performance level as measured by TEA Performance Ratings.					
By June 2019, all students in grades 3-5 will increase at least one math performance level as measured by TEA Performance Ratings.							

<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 Achieve 3000 usage Reports	Students will go to the computer lab at least once per week and do 1 Achieve lesson (KidBiz or Smarty Ants) facilitated by a trained computer lab assistant.	Reports will indicate all students in grades K-5 have completed 1 lesson in the computer lab per week.				
2 Teachers will use a data tracker to monitor student data.	Tier 3 students will receive intensive intervention through LLI. F&P levels will be monitored by leadership and Data Analyst on a monthly basis.	All teachers will complete data trackers and report progress at scheduled data meetings.				
3 Administrators will review and provide feedback on teacher submitted IPCs	Teachers will be involved in the creation of the IPC for ensuring lesson alignment to state standards.	70% of students will pass weekly DOLs and all teachers will effectively respond to data.				
4 STRIVE Walk-throughs	All teachers will appropriately tier students and provide differentiated instruction within the lesson cycle.	All Walk-throughs will indicate instructional differentiation				
5 STRIVE Walk-throughs	Extended hour added to the school day to provide targeted intervention utilizing additional staff members during a specified block of time for additional support for struggling learners.	All classroom walk-throughs will indicate additional staff members pusing into classrooms during intervention block.				

6	STRIVE Walk-throughs	Teacher assistants to push in grades 3 & 4 for additional support.	All classroom walk-throughs will indicate additional support provided to struggling learners.				
7	STRIVE Walk-throughs	Teacher will utilize STAAR materials (i.e. Motivation) for intervention and STAAR preparation.	All classroom walk-throughs will indicate the use of Motivation materials.				
8	Administrators will review and provide feedback on teacher submitted IPCs	Teacher will engage in pull-out professional learning that supports the two best Learning Model practices: Standard Alingmnet & Assessment and Feedback.	Student performance on weekly DOLs. Data from team PLCs, and data meetings.				
9	Teachers will provide Saturday monring instruction	Teachers will deliver instruction on Saturday to prepare students for STAAR mastery.	Student feedback and performance from day of learning.				
10	STRIVE Walk-throughs	Teacher will be expected to implement visual data tracking systems and student data tracking systems.	All walk-throughs will indicate student understanding of personal goals and progress.				
11	Teachers will use MAP data to inform instruction	Teachers will utilize the MAP tool to increase student performance. Administrative team will monitor student progress quarterly.	All math teachers will discuss how the MAP data is informing their instruction in PLCs and Data meetings.				
12	Teacher's parental log or conference sign-in sheet	Parent conferences will be held for our 3 - 5 students to go over student target goal.	All logs/sign-in sheets will be reviewed by administrators.				
13	Instructional Coach's log of support	Instructional Coaches to provide support and PD to teachers and students to improve student outcomes.	All logs will be reviewed weekly by administrators to show evidence of co-teaching, modeling of lessons, and push-in support.				
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Steven Moore

## Campus Needs - Student Achievement Action Plan

Leadership Director: Priscila Dilley

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, Logan's overall student achievement performance will improve from 84% to 90% as measured by TEA Accountability Ratings.			84%	90%	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	1,2	Selected teacher leaders and admin will visit the Ron Clark school to implement the HOUSE system on our campus	Principal	Nov-18		Title I	\$ 20,000.00	Culture and Climate
2	1,3,4,	Fourth grade writing teachers and Literacy Coach will attend the "Trail of Bread Crumbs - Grammar and Writing Development Through the Year and for STAAR" training in Fort Worth	Grade 4 Teachers Literacy Coach	Oct. 10 - Oct. 11		Local	\$ 1,250.00	Achievement
3	1,3,4	Teacher will use the "Write Time for Kids" instructional kits to deliver instruction	Writing Teachers Literacy Coach	August - December		Local	\$ 3,475.00	Achievement
4	2,8	Utilize All in Learning System to increase efficiency in gathering and monitoring literacy data.	Data Analyst Teachers	Ongoing		GT	\$ 65.00	Achievement
5	1,4,6	SPED Teachers will receive RTI Training to ensure struggling academic and social/emotional learners are properly supported	Campus Counselor District Counselor	Aug-18		SPED	\$ 1,195.00	Progress
6	1,4,6	Teachers will receive Restorative Practice Training to support building relationships with parents and students	RP Campus Support Behavioral Interventionist	Ongoing		Title I	\$ 2,000.00	Tchr/Staff Quality
7	1,6	Parent conferences will be held for our 3 - 5 students to go over student target goal.	Assistant Principals	Ongoing		Title I	\$ 2,000.00	Achievement
8	1,4	Instructional Planning Calendars and lesson plan feedback will be utilized to ensure alignment in instruction across campus. TT will support this area.	Teaching Trust Instructional Coaches Leadership Team	Ongoing		Title I	\$ 2,000.00	Achievement

9	1,9	Extended hour added to the school day to provide targeted interventions, tutoring, and Saturday Schools to support students.	Additional Staff Members, Instructional Coaches, and Administrators	Ongoing		Title I	\$ 15,000.00	Progress
10	1,4	Instructional Coaches to provide support and PD to teachers and students to improve student outcomes.	Instructional Coaches	Ongoing		Title I	\$ 1,280.00	Tchr/Staff Quality
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Steven Moore

Leadership Director: Priscila Dilley

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	By June 2019, Logan's overall student achievement performance will improve from 84% to 90% as measured by TEA Accountability Ratings.				90%	
					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 Travel Invoice	1-(Culture and Climate) Selected teacher leaders and admin will visit the Ron Clark school to implement the HOUSE system on our campus	Teachers will be able to support HOUSE system on campus				
2 PD Purchase Order	2-(Achievement) Fourth grade writing teachers and Literacy Coach will attend the "Trail of Bread Crumbs - Grammar and Writing Development Through the Year and for STAAR" training in Fort Worth	Teachers will implement strategies in lesson plan and instruction.				
3 PD Purchase Order	3-(Achievement) Teacher will use the "Write Time for Kids" instructional kits to deliver instruction	Teachers will implement strategies in lesson plan and instruction.				
4 Teachers will share data in Data Meetings	4-(Achievement) Utilize All in Learning System to increase efficiency in gathering and monitoring literacy data.	Data driven instructional strategies will be evident in walk-throughs and lesson plans.				
5 Sign-In Sheets	5-(Progress) Teachers will receive RTI Training to ensure struggling academic and social/emotional learners are properly supported	All struggling students RTI data will be current in system.				
6 Sign-In Sheets	6-(Tchr/Staff Quality) Teachers will receive Restorative Practice Training to support building relationships with parents and students	RP systems (i.e. Circles) are on schedules. Walkthroughs will reflect compliance and reduced infractions will reflect effectiveness.				

7	Sign-In Sheets	7-(Achievement) Parent conferences will be held for our 3 - 5 students to go over student target goal.	Parents will sign goal sheet. Students level of engagement will increase as evident through walkthroughs.				
8	STRIVE Walk-throughs	8-(Achievement) Instructional Planning Calendars and lesson plan feedback will be utilized to ensure alignment in instruction across campus. TT will support this area.	100% of walk throughs will demonstrate alignment between lesson objectives and DOL results.				
9	STRIVE Walk-throughs	9-(Progress) Extended hour added to the school day to provide targeted interventions, tutoring, and Saturday Schools to support students.	All classroom walk-throughs will indicate additional staff members pushing into classrooms during intervention block.				
10	Instructional Coach's log of support	10-(Tchr/Staff Quality) Instructional Coaches to provide support and PD to teachers and students to improve student outcomes.	All logs will be reviewed weekly by administrators to show evidence of co-teaching, modeling of lessons, and push-in support.				
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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: Steven Moore

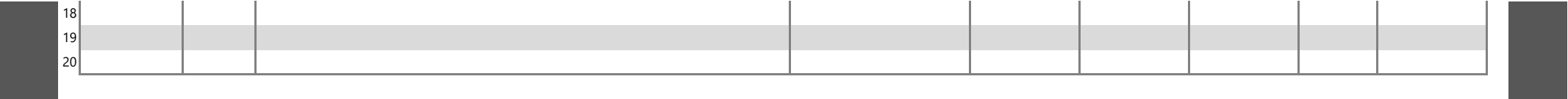
Leadership Director: Priscila Dilley

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	25%	30%	1-Jun
	Goal 2	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from 0% to 90%	1%	2%	1-Jun
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	1,6	Family Communications Liaison and Staff will continue to encourage parents to participate in academic events to help improve student literacy performance. Parent meetings and events will be designed to help share ideas with parents on what they can do to work with students in the area of literacy.	Fmly Comm Liaison Teachers Administrators	Ongoing	Faculty Mgt	Title I	\$ 8,280.00	FAMILY
2	1,6	Campus Local Wellness Coordinator will design events that encourage staff, students, and families to have a healthy lifestyle.		Ongoing	Faculty Mgt	Title I	\$ 2,000.00	HEALTH
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Family/Community Engagement and Health Related Progress Monitoring**

**Principal: Steven Moore**

**Leadership Director: Priscila Dilley**

**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 2 campus-based events will increase from	25.0%			30%	-5.0%
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from 0% to 90%	1.0%			2%	-1.0%
					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 Event Sign-In Sheets	Family Communications Liaison and Staff will continue to encourage parents to participate in academic events to help improve student literacy performance. Parent meetings and events will be designed to help share ideas with parents on what they can do to work with students in the area of literacy.	Sign-in forms will be used for 100% of parent events.				
2 District Wellness Report	Campus Local Wellness Coordinator will design events that encourage staff, students, and families to have a healthy lifestyle.	Coordinator will communicate to staff, students, and parents about wellness events and track participation.				
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