

137-Hubbard Heights ES

Amparo Martinez

Hilda Caballero

2018-19 Schoolwide Programs: Campus Improvement Plan

137-Hubbard Heights ES

Principal: Amparo Martinez

Executive Director: Hilda Caballero

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

*Honor each other's differences*Utilize resources to assist in the achievement of academics*B*

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	60
Domain 2: School Progress	70
Domain 3: Closing The Gaps	72

SBDM Members

Name	Role
Amparo Martinez	Campus Non-Tch Prof
Felicia Moody	Campus Non-Tch Prof
Sara Diaz	District-Level Staff
Jennifer Medina	Additional Appointed Rep
Laura Adams	District-Level Staff
Dalila Garcia	Teacher
Crystal Wells	Teacher
Michelle Alexander	Teacher
Daisy Baeza	Teacher
Sylvia Gonzales	Parent
Jessica Hernandez	Parent
Erica Rosas	Parent
Daryl Davis	Community Rep
Alisa Zelaya-Perez	Business Rep
Steven Medina	Business Rep
	Select
	Select
	Select

Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Hubbard Heights

Principal: Amparo Martinez

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	No	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	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	
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.	Student attendance (96%)	1.	Improve student attendance.	1. Aligned instructional practices in all grade levels across content areas to increase student achievement. 2. Increase parental awareness of school-wide academic and behavioral supports at the campus. 3. Emphasize social-emotional learning practices school-wide and in classrooms.	
	2.	Stable environment (students and teachers).	2.	Improve instruction for ELL, ED, SpED students.		
	3.	STAAR data from 3rd, 4th, and 5th grade ELL.	3.	Provide parental incentives to motivate them to come to the campus when a formal invitation is not extended.		
	4.	Parental involvement.	4.	Improve instruction in English and Spanish.		
	5.	English exposure for all students.				
Student Achievement	1.	Low mobility rate.	1.	Increase student performance in all subjects and grade levels		
	2.	Few discipline concerns that interfere with instruction.	2.	Create/use a system to have a word of the day or week in both languages.		
	3.	Low gaps in education.	3.	Increase the use of Smarty Ants and all components of KidBiz.		

	4.	DL scores/classes have teachers who are able to teach in both languages	4.	
School Culture and Climate	1.	Clear expectations have been set for students, parents, and teachers	1.	Continue to implement Restorative Practices.
	2.	New teacher mentors and planning meetings.	2.	Communicate when students are will be pulled for assessments, tutoring, field trips, special events, and small group instruction
	3.	Teachers receive weekly and monthly calendars.	3.	Review safety expectations with teachers. Know the Plan for safety.
Staff Quality/ Professional Development	1.	Low teacher turnover rate.	1.	Teachers would like to have an early knowledge of classroom assignments.
	2.	Useful information provided to improve instruction (staff and grade level PLCs)	2.	Target specific needs during PLCs.
	3.	Welcoming and collaborative environment.	3.	Recognize and celebrate teachers and staff throughout the year.
Curriculum, Instruction, and Assessment	1.	Disaggregated data for student conferences and data meetings.	1.	Increase usage of math manipulatives.
	2.	Dedicated teachers with the ability to reteach and make material more rigorous	2.	Monitor Achieve data and usage.
	3.	Supportive atmosphere.		Clear expectations (at the beginning of the year) regarding Smarty Ants usage.
	4.	Collaborative environment for instruction.	3.	Set schedule for all students receiving SpEd services.
Family and Community Involvement	1.	Parents feel welcomed.	1.	A strong PTO.
	2.	Administrative communication is used to guide teachers for a more cohesive environment	2.	Better communication regarding students from outside agencies.
	3.	Librarian is supportive and helpful to all campus stakeholders		Feedback from parents who attend campus events.
	4.	Increase family activities in the classroom.		
School Context and Organization	1.	Team-building activities.	1.	More communication between campus administrators and staff.
	2.	High levels of community involvement.	2.	Continue to implement Restorative Practices.

	3. The number of extra-curricular activities held outside of the normal school day.	3. Improved attendance from students and teachers.	
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		137-Hubbard Heights ES						
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
		\$ 31,376	\$ 10,516		\$ 2,081	\$ 180	\$ 1,368	\$ 163,620

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Amparo Martinez

Leadership Director: Hilda Caballero

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	11,000	0	0	0	0	0	127,000	\$ 138,000
Campus Needs - Student Achievement	0	0	0	0	0	0	12,000	\$ 12,000
Campus Needs	20,376	0	0	0	180	0	19,000	\$ 39,556
Parent/Family Engagement Health Related	0	0	0	0	0	0	5,620	\$ 5,620
TOTAL	\$ 31,376	\$ -	\$ -	\$ -	\$ 180	\$ -	\$ 163,620	\$ 195,176
Allocations	31,376	10,516	-	2,081	180	1,368	163,620	209,141
Percent Budgeted	100%	0%	NA	0%	100%	0%	100%	93%

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

Principal: Amparo Martinez

Student Outcome Goals Action Plan

Leadership Director: Hilda Caballero

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	30%	43%
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	63%	68%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	79%	82%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	61%	68%	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	NA	70%	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	LEP	Use Achieve 3000 three times per year to measure Lexile growth.	Administration, Teachers	Three times per year	PLC	Title I	\$ 8,000.00	Progress
2	2, 9	LEP	Use Achieve 3000 two lessons per week with 75% or better on the first try.	Administration, Teachers	Weekly	PLC	Local	\$ 1,000.00	Progress
3	3, 9	LEP	Use Fountas and Pinnell data to progress monitor Tier 3 students in K-1.	Administration, K-2 Teachers	Each 6 weeks	PLC	Local	\$ 5,000.00	Progress
4	1	LEP	Utilization of Accelerated Reader to enhance and grow reading comprehension.	Librarian, Teachers, Students	Daily	Faculty Mgt	Title I	\$ 15,000.00	Achievement
5	3	LEP	Implement strategies from professional development (SGGR, running records) to track and monitor student growth.	Administration, Data Analyst, Students	Ongoing	Pull-Out/ PLC	Local	\$ 5,000.00	Tchr/Staff Quality
6	1, 2	LEP	Conduct goal setting meetings with teachers, students, and parents to discuss and monitor student growth.	Administration, Data Analyst, Students	Ongoing	Pull-Out/ PLC	Title I	\$ 4,000.00	Progress
7	3	LEP	Utilize campus support staff to support Core reading instruction.	Administration, Tutors	Ongoing	Faculty Mgt	Title I	\$ 12,000.00	Closing Gaps
8	4	LEP	Data Analyst will provide professional development for understanding data, disseminating data, and providing instructional strategies to guide instruction.	Data Analyst	Ongoing	PLC	Title I	\$ 70,000.00	Tchr/Staff Quality
9	1	LEP	Recognize students for reading improvement each six weeks (most improved, 100 point club, 75% or better on KidBiz activities).	Administration, Teachers	Each 6 weeks	Faculty Mgt	Title I	\$ 3,000.00	Achievement
10	9	LEP	Utilize STAAR-formatted material for students in the 2nd-5th grade.	Teachers	Ongoing	Faculty Mgt	Title I	\$ 15,000.00	Progress

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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Amparo Martinez

Student Outcome Goals Progress Monitoring

Leadership Director: Hilda Caballero

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

Focus SMART Goal (Target Element Systems)	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30 to 43 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		63.0%			68%	-5.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		79.0%			82%	-3.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		70.0%			70%	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 Administrators will review Achieve 3000 reports during Leadership Team	1-() Use Achieve 3000 three times per year to measure Lexile growth.	Reports will indicate that students' Lexile scores are increasing throughout the year.	On Target			
2 Teachers will share their data during PLCs and Rtl meetings.	2-() Use Achieve 3000 two lessons per week with 75% or better on the first try.	70% of the students will show evidence of meeting standard on assessments.				
3 Teachers will share their data during PLCs and Rtl meetings.	3-() Use Fountas and Pinnell data to progress monitor Tier 3 students in K-2.	50% of the students will show evidence to be on track to make a year's growth.				
4 AR reports will be used during celebrations and PLCs.	4-() Use AR to enhance and grow reading comprehension.	Reports will indicate that students are passing comprehension assessments.				
5 Classroom observations will be conducted by campus administrators to document implementation of professional development	5-() Implement strategies from professional development (SGGR, running records) to track and monitor student growth.	Face to Face conferences.				
6 Parent-teacher conference schedules.	6-() Conduct goal setting meetings with teachers, students, and parents to discuss and monitor student growth.	Goal-setting forms, conference attendance forms.				

7	Teachers' and tutors' schedules.	7-() Utilize campus support staff to support Core reading instruction.	75% of students participating in tutoring will show one year's growth.				
8	The Leadership Team will identify pd needed based on data.	8-() Data Analyst will provide professional development for understanding data, disseminating data, and providing instructional strategies to guide instruction.	Classroom observations will indicate teachers' instructional needs to address the data.				
9	Achieve data reports.	9-() Recognize students for reading improvement each six weeks (most improved, 100 point club, 75% or better on KidBiz activities).	PK-5th grade students will be recognized for reading improvement.				
10	Set expectations with teachers to use the material effectively.	10-() Utilize STAAR-formatted material for students in the 2nd-5th grade.	Students' use of strategies will increase their ability to answer critical thinking questions.				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Amparo Martinez

Campus Needs - Student Achievement Action Plan

Leadership Director: Hilda Caballero

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	Student Progress - Percent of students meeting expected or above growth in 4th Math will increase from 29% to 33% by 2019.		71.00%	29.00%	13.00%	75.00%	33.00%	16.00%
Goal 2	Student Progress - Percent of students meeting expected or above growth in 5th Math will increase from 22% to 26%		63.00%	22.00%	12.00%	68.00%	26.00%	15.00%
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	8	LEP	Analyze MAP data during PLCs.	Administration, Teachers	Ongoing	PLC	Title I	\$ 4,000.00	Progress
2	4	LEP	PD on best practices.	Administration, Teachers, Math Cadre	Ongoing	Pull-Out/ PLC	Title I	\$ 5,000.00	Tchr/Staff Quality
3	9	LEP	Students track personal math data for assessments.	Administration, Teachers, Students	Ongoing	PLC	Title I	\$ 3,000.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Amparo Martinez

Leadership Director: Hilda Caballero

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

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Student Progress - Percent of students meeting expected or above growth in 4th Math will increase from 29% to 33% by 2019.						
Student Progress - Percent of students meeting expected or above growth in 5th Math will increase from 22% to 26%							

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Administrators will review BOY, MOY, and EOY data.	Analyze MAP data during PLCs.	Reports will indicate student growth.				
2 Classroom observations will be conducted by campus administrators to document implementation of best practices.	PD on best practices.	Face to Face Conferences				
3 Parent, teacher conference schedules.	Students track personal math data for assessments.	Goal-setting forms.				

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Amparo Martinez

Leadership Director: Hilda Caballero

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	Student Progress - Percent of students meeting expected or above growth in 4th Reading will increase from 62% to 70% by 2019.			62%	70%	EOY
	Goal 2	Student Progress - Percent of students meeting expected or above growth in 5th Reading will increase from 55% to 62% by 2019.			55%	62%	EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	2, 9	LEP	Use Achieve 3000 three times per year to measure Lexile growth.	Administration, Teachers	Three times per year	PLC	Title I	\$ 1,000.00	Progress
2	2, 9	LEP	Use Achieve 3000 two lessons per week with 75% or better on the first try.	Administration, Teachers	Weekly	PLC	Local	\$ 2,000.00	Progress
3	9	LEP	Utilize STAAR-formatted material for students in the 4th and 5th grade.	Teachers	Ongoing	Faculty Mgt	Local	\$ 3,876.00	Progress
4	1	LEP	Utilization of Accelerated Reader to enhance and grow reading comprehension.	Librarian, Teachers, Students	Daily	Faculty Mgt	Title I	\$ 10,000.00	Achievement
5	3	LEP	Implement strategies from professional development (SGGR, running records) to track and monitor student growth.	Administration, Data Analyst, Students	Ongoing	Pull-Out/ PLC	Title I	\$ 1,000.00	Tchr/Staff Quality
6	1, 2	LEP	Conduct goal setting meetings with teachers, students, and parents to discuss and monitor student growth.	Administration, Data Analyst, Students	Ongoing	Pull-Out/ PLC	Local	\$ 3,000.00	Progress
7	3	LEP	Utilize campus support staff to support Core reading instruction.	Administration, Tutors		Faculty Mgt	Title I	\$ 2,000.00	Closing Gaps
8	4	LEP	Data Analyst will provide professional development for understanding data, disseminating data, and providing instructional strategies to guide instruction.	Data Analyst	Ongoing	PLC	Title I	\$ 2,000.00	Tchr/Staff Quality
9	1	SPED	Recognize students for reading improvement each six weeks (most improved, 100-point club, 75% or better on KidBiz activities).	Administration, Teachers	Each Six Weeks	Faculty Mgt	Title I	\$ 3,000.00	Achievement
10	3	LEP	Utilize campus support staff to support Core reading instruction (after school and Saturday Camps).	Teachers Tutors	Ongoing	After Sch	Local	\$ 11,500.00	Progress
11	3	LEP	Utilize campus support staff to provide additional accelerated instruction.	GT teachers	Ongoing	After Sch	GT	\$ 180.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Amparo Martinez

Leadership Director: Hilda Caballero

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	
		Student Progress - Percent of students meeting expected or above growth in 4th Reading will increase from 62% to 70% by 2019.				70%	
		Student Progress - Percent of students meeting expected or above growth in 5th Reading will increase from 55% to 62% by 2019.				62%	
						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 Administrators will review Achieve 3000 reports during Leadership Team Meetings.	1-() Use Achieve 3000 three times per year to measure Lexile growth.	Reports will indicate that students' Lexile scores are increasing throughout the year.				
2 Teachers will share their data during PLCs and Rtl meetings.	2-() Use Achieve 3000 two lessons per week with 75% or better on the first try.	70% of the students will show evidence of meeting standard on assessments.				
3 Classroom observations will be conducted by campus administrators to document implementation of professional development.	4-() Utilization of Accelerated Reader to enhance and grow reading comprehension.	Reports will indicate that students are passing comprehension assessments.				
4 Parent-teacher conference schedules.	5-() Implement strategies from professional development (SGGR, running records) to track and monitor student growth.	Face to Face conferences.				
5 Teachers' and tutors' schedules.	6-() Conduct goal setting meetings with teachers, students, and parents to discuss and monitor student growth.	Goal-setting forms, conference attendance forms.				
6 Teachers' and tutors' schedules.	7-() Utilize campus support staff to support Core reading instruction.	75% of students participating in tutoring				

7	The Leadership Team will identify pd needed based on data.	8-() Data Analyst will provide professional development for understanding data, disseminating data, and providing instructional strategies to guide instruction.	Classroom observations will indicate teachers' instructional needs to address the data.				
8	Achieve data reports.	9-() Recognize students for reading improvement each six weeks (most improved, 100 point club, 75% or better on KidBiz activities).	PK-5th grade students will be recognized for reading improvement.				
9	Set expectations with teachers to use the material effectively.	10-() Utilize STAAR-formatted material for students in the 4th and 5th grade.	Students' use of strategies will increase their ability to answer critical thinking questions.				
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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: Amparo Martinez

Leadership Director: Hilda Caballero

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL			Baseline (BOY)	to Target	by Deadline	
	REQUIRED ONE HEALTH RELATED GOAL						
	Goal 1	Parent/family participation in at least 1 training on student academic performance will increase from 0% to 100% by 2019.			0%	100%	1-Jun
	Goal 2	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from			100%	100%	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	6	LEP	Family Fun in the classroom; Family Nights (Science, Literacy, Math); Grade Level Family Information Events; Student Performance Nights	Administration, Grade Level Chairs	Ongoing	Faculty Mgt	Title I	\$ 5,000.00	FAMILY
2	6	LEP	Classroom observations; Daily Wellness Tips	Administration, Coach, Nurse	Ongoing	PLC	Title I	\$ 620.00	HEALTH
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Amparo Martinez

Leadership Director: Hilda Caballero

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 training on student academic performance will increase from 0% to 100% by 2019.				100%	
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from				100%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Administrators will review parent attendance and teacher participation.	Family Fun in the classroom; Family Nights (Science, Literacy, Math); Grade Level Family Information Events; Student Performance Nights	Increase in the number of parents attending and participating in campus events.				
2 Administrators will review health grades.	Classroom observations; Daily Wellness Tips	75% of the students will show evidence of meet standards on assessments				
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