

086-TCC South Early College**Lisa Castillo****Ben Leos**

2018-19 Schoolwide Programs: Campus Improvement Plan

086-TCC South Early College

Principal: Lisa Castillo**Executive Director: Ben Leos**

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Closing Achievement Gap

Academic Achievement in Social Studies

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: Student Achievement | 91 |
| Domain 2: School Progress | 91 |
| Domain 3: Closing The Gaps | 100 |

SBDM Members

| Name | Role |
|--------------------|--------------------------|
| Kathryn Durand | Teacher |
| Amy Draper | Teacher |
| Stephen Coll | Teacher |
| Cassandra Taylor | Teacher |
| TBA | Campus Non-Tch Prof |
| Stephanie Tennyson | District-Level Staff |
| Carlos Walker | Parent |
| Roger Ceballos | Parent |
| Penni Askew | Parent |
| Monica Rodriguez | Parent |
| Brittney Clarke | Community Rep |
| Belinda Lopez | Community Rep |
| Soraida Berrios | Business Rep |
| Orlando Bagcal | Business Rep |
| Damemion McKellar | Additional Appointed 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: TCC South/FWISD Collegiate High School (086)

Principal: Lisa Castillo

| | | | | | | |
|--|-------------------------------------|---|---------------------------------|--|---|---|
| Data Sources Used Make a selection for each by choosing from the | No | Graduation | Yes | Feeder Pattern Analysis | Yes | Data Accuracy |
| | Yes | Attendance | Yes | Cohort Analysis | Yes | Surveys |
| | Yes | Discipline | Yes | Support Systems | Yes | Fund Balance |
| | Yes | Instruction | Yes | Intervention Services | Yes | Recruit & Retain Quality Staff |
| | Yes | Curriculum | No | Dropout Identification | Yes | VOC-Customer Feedback |
| | Yes | Student Data | Yes | Achievement Gap | Yes | TSI/College Coursework Data |
| 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 in? If addressed, this need will create the most impact. | |
| Demographics | 1. | 12th grade: Hisp-35, AA-31 Asian-6, NA-2, White-8 | 1. | Increase student retention | 1. | increase student retention throughout the school year and into next grade level |
| | 2. | 11th grade: Hisp-64, AA-19, Asian-1, White-6 | 2. | increase students recruited from local FWISD middle schools/high schools who are underrepresented and are the target | 2. | Increase recruitment from middle schools not represented at the mini expos |
| | 3. | 10th grade: Hisp-54, AA-14, Asian-2, NA-1, White-3 | | | 2. | Recruitment from area charter, private and homeschool to recapture FWISD students |
| | 4. | 9th grade: Hisp-56, AA-17, Asian-3, NA-0, White-11 | | | 1./2. | Develop resources, processes, and plan for recruitment and retention |
| | 5. | Economically Disadvantaged - 74%, At-Risk - 52%, SPED - 2%, LEP - 5%, 504 - 3%. | | | | |
| Student Achievement | 1. | High school and college passing rates | 1. | Funding to assist academic growth throughout the year | 1. | Supplemental support for deficiencies in English, math, science and social studies |
| | 2. | Academic literacy | 2. | Reading/math courses for struggling students | 2. | Focus resources on literacy (math and reading) |
| | 3. | Student growth | 3. | Resources to assist with study skills and closing the learning gap for college readiness | 3. | Focus resources on closing achievement gaps in study skills, college readiness, TSI and EOC |
| School Culture and Climate | 1. | Advanced and innovative academics | 1. | Know and Understand the ECHS blueprint | 1. | Awareness of demographic and academic student needs and processes to meet those needs |

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|--|----|--|----|---|----|--|
| | 2. | College and career readiness | 2. | Know and Understand the degree programs and high school graduation plans and transition plans for post graduation | 2. | Academic, wellness, and social/emotional support for students in need |
| | 3. | Service | 3. | Awareness of student leadership and service interests | 3. | Supplemental programs for leadership and service |
| Staff Quality/ Professional Development | 1. | All teachers are in the process of receiving or have master's degree or higher | 1. | Awareness and flexibility of TCC and FWISD professional development opportunities | 1. | Plan for purposeful professional and team development |
| | 2. | All teachers can teach at the HS and college level | 2. | Student awareness and readiness for AVID, AP, and Dual Credit | 2. | Process and plan for AVID implementation and innovative programs |
| | 3. | TCC and FWISD staff of educators | 3. | Know and understand AVID, AP, and DC curriculum and course expectations | 3. | Data driven training for student differentiation |
| Curriculum, Instruction, and Assessment | 1. | Campus programs and pathways | 1. | Know, understand, and grow the associate degree paths, HS courses and CTE opportunities | 1. | Creation and implementation of individual academic programs and tracking processes |
| | 2. | AP/Pre-AP/AVID | 2. | Know and understand the Pre-AP/AP/AVID requirements and implementation process | 2. | Plan for Pre-AP/AP/AVID programs |
| | 3. | Dual credit/college courses | 3. | Utilize student data on TSI/STAAR EOC for preparation of resources | 3. | Create a prescriptive curriculum-based TSI and EOC Prep program to meet individual student needs |
| Family and Community Involvement | 1. | Community Support | 1. | Know and understand the roles of a parent-student-teacher organization | 1. | Create a parent program to educate parents on ECHS processes, post-graduation concerns, and the social-emotional needs of students |
| | 2. | IHE Support | 2. | Know and understand the role of the Advisory Council | 2. | Improve structure and calendar for stakeholder meetings |
| | 3. | Communication Specialist | 3. | Know and understand the role of the Communication Specialist | 3. | Utilize Communication Specialist, PTSO, and Advisory Council to meet the needs of the educational community |
| | 4. | Industry/Community Partnerships | 4. | Resources for increasing campus and student opportunities to engage in community partnerships and experiences | 4. | Utilize Communication Specialist, PTSO, and Advisory Council and administration to meet the needs of the educational community |
| School Context and Organization | 1. | Open communication with all stakeholders | 1. | Know and understand the communication needs of the campus and all stakeholders | 1. | Continue to improve communication plan for all stakeholders |
| | 2. | Process and procedures that create an efficient campus | 2. | Know and understand the campus needs for processes and procedures | 2. | Increase knowledge and awareness of procedures |

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| | 3. | All stakeholders take ownership in student achievement | 3. | Know and understand student needs to track academic progress | 3. | Structure a student process to enhance each student's academic progress |
|--|----|--|----|--|----|---|

| | | 086-TCC South Early College | | | | | | |
|----------------|-------------------------|-----------------------------|----------|-----------|-------------------|-------------------|---------|-----------|
| Budget Summary | Local (Basic Allotment) | SCE | CTE | Bilingual | Gifted & Talented | Special Education | Title I | TOTAL |
| | | \$ 21,272 | \$ 1,714 | \$ - | \$ 51 | \$ 579 | \$ 450 | \$ 45,398 |

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Lisa Castillo

Leadership Director: Ben Leos

Summary by Fund Source

| Fund Source | Local Basic Allotment | SCE State Compensatory Education | CTE | Bilingual | Gifted & Talented | Special Education | Title I | GRAND TOTAL budgeted in CEIP |
|---|-----------------------|----------------------------------|-------------|-------------|-------------------|-------------------|------------------|------------------------------|
| Student Outcome Goals | 0 | 0 | 0 | 0 | 0 | 0 | 13,000 | \$ 13,000 |
| Campus Needs - Student Achievement | 8,000 | 0 | 0 | 0 | 0 | 0 | 5,500 | \$ 13,500 |
| Campus Needs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$ - |
| Parent/Family Engagement Health Related | 6,994 | 0 | 0 | 0 | 0 | 0 | 36,000 | \$ 42,994 |
| TOTAL | \$ 14,994 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 54,500 | \$ 69,494 |
| Allocations | 21,272 | 1,714 | - | 51 | 579 | 450 | 45,398 | 69,464 |
| Percent Budgeted | 70% | 0% | NA | 0% | 0% | 0% | 120% | 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: Lisa Castillo

Leadership Director: Ben Leos

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|--|--------------------|--|
| Fort Worth ISD Student Outcome Goal Alignment | Goal: | 3 College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019. |
| | Progress Measures: | 3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from 16% to 25% by 2019. 3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from 7% to 13% by 2019. 3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from 35% to 44% 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 graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from | | 80% |
| | 3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from | 75% | 100% | 1-Jun |
| | 3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from | 100% | 100% | 1-Jun |
| | NA | | | 1-Jun |
| | 3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from | 0% | 0% | |

| Title I Components | PBMAS | Alignment | Expectations | | | | | Focus |
|--------------------|-------|---|--|----------|--------------------|---------------|-------------|---------------------|
| | | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | |
| 1 | | Implement School wide AVID strategies to increase college readiness | Draper & AVID Site Team | Ongoing | Faculty Mgt/Vendor | Title I | \$ 8,000.00 | Achievement |
| 2 | LEP | Monitor literacy levels | Rhone, Durand | Ongoing | Faculty Mgt/PLC | Other | | Closing Gaps |
| 3 | | Utilize credit recovery for at-risk students | Rhone/Horton/Coll | Ongoing | Faculty Mgt/Vendor | Other | | Achievement |
| 4 | | Develop individualized plans for at-risk students | Grade Level Team PLC's | Ongoing | PLC | Other | | Closing Gaps |
| 5 | LEP | Maintain systems of meeting the needs of students and providing academic supports and interventions to close educational gaps | Castillo/Rhone/All Instructors | Ongoing | Pull-Out/PLC | Title I | \$ 4,000.00 | Closing Gaps |
| 6 | | Provide student supports for AP, EOC, and TSI needs | Draper, Castillo, Rhone and Content PLC's | Ongoing | After Sch/PLC | Title I | \$ 1,000.00 | Achievement |
| 7 | | Create and implement a parent support plan | Parent Liason, Rhone | Ongoing | After Sch | Title I | | Culture and Climate |
| 8 | | P-Tech Planning: collaboration with industry partners to establish industry certification | District Team, Administration, Industry Partners | | | | | |
| 9 | | P-Tech Planning: establishing common understanding of needs of employers | District Team, Administration, Industry Partners | | | | | |
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Lisa Castillo

Student Outcome Goals Progress Monitoring

Leadership Director: Ben Leos

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

| Focus SMART Goal | Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 0 to 80 percent. | BOY % | MOY % | EOY % | Target % | Difference |
|--------------------------|--|--------|-------|-------|----------|------------|
| (Target Element Systems) | Graduates meeting TSI standard in Reading and Math | 75.0% | | | 100% | -25.0% |
| | Graduates who earn 12 or more college credit hours through dual credit courses | 100.0% | | | 100% | 0.0% |
| | Graduates completing a CTE coherent sequence of courses | 0.0% | | | 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 AVID certification | 1-(Achievement) Implement School wide AVID strategies to increase college readiness | School wide AVID plan, site team meeting agendas and minutes | On Target | | | |
| 2 Achieve3000 campus plan implemented with fidelity | 2-(Closing Gaps) Monitor literacy levels | Achieve3000 data, growth, and usage reports monitored weekly | On Target | | | |
| 3 Credit recovery plan | 3-(Achievement) Utilize credit recovery for at-risk students | Credits completed in allotted time frame | On Target | | | |
| 4 RTI plans | 4-(Closing Gaps) Develop individualized plans for at-risk students | PLC agendas and RTI documentation | On Target | | | |
| 5 Data tracker and student growth plan creation | 5-(Closing Gaps) Maintain systems of meeting the needs of students and providing academic supports and interventions to close educational gaps | Student data trackers, mandatory tutorials, IEP's | On Target | | | |
| 6 Supplemental Instruction system | 6-(Achievement) Provide student supports for AP, EOC, and TSI needs | Boot camps, student developmental plans | On Target | | | |
| 7 Communication Specialist Plan | 7-(Culture and Climate) Create and implement a parent support plan | Parental and community partnerships to increase student achievement | On Target | | | |
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Lisa Castillo

Campus Needs - Student Achievement Action Plan

Leadership Director: Ben Leos

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 | Math - Percent of student in tested grade levels performing at Meets or Masters Grade level as measured by STAAR standard in Math will increase from 72% to 95% | | 93.00% | 72.00% | 37.00% | 100.00% | 95.00% | 45.00% |
| Goal 2 | ELA - Percent of student in tested grade levels performing at Meets or Masters Grade level as measured by STAAR standard in ELA will increase from 69% to 95% English 1 | | 84.00% | 69.00% | 5.00% | 100.00% | 95.00% | 20.00% |
| Goal 3 | ELA - Percent of student in tested grade levels performing at Meets or Masters Grade level as measured by STAAR standard in ELA will increase from 77% to 95% for English 2 | | 84.00% | 77.00% | 9.00% | 100.00% | 95.00% | 20.00% |
| Goal 4 | | | | | | | | |

| | | Alignment | | Expectations | | | | Focus → Achievement & | |
|--------------------|---------|---|---|---|---------|---------------|---------|-----------------------|--------------------|
| Title I Components | PBMAS | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | | |
| 1 | 9 | SPED | Providing supplemental instruction based on prescriptive curriculum for targeted individual students | Meeks/Burkett/Horton | ongoing | Faculty Mgt | Title I | \$ 1,500.00 | Closing Gaps |
| 2 | 9 | LEP | Provide math supplemental aides to targeted students for closing learning gaps | Castillo, Rhone, Draper, math department | ongoing | Faculty Mgt | Title I | \$ 1,000.00 | Closing Gaps |
| 3 | 1, 9 | | Students monitor progress to address EOC academic gaps | Castillo, Rhone, Draper, math and English departments | ongoing | Pull-Out | Local | \$ 4,000.00 | Closing Gaps |
| 4 | 1, 9, 4 | | Tier 1 instruction PLC planning in Team and Content | Math department, 9th Grade Team | ongoing | PLC | Local | \$ 4,000.00 | Tchr/Staff Quality |
| 5 | 1, 9 | LEP | PS Math Course for all Algebra 1 students | Meeks, Burkett | ongoing | Faculty Mgt | Other | \$ - | Progress |
| 6 | 1, 9 | | EOC tutorials and closing the gap tutorials | Math and English departments | ongoing | After Sch | Title I | \$ 3,000.00 | Closing Gaps |
| 7 | | | P-Tech Planning: investigate impact of P-Tech on existing courses and how they could be modified to support P-Tech goals while still meeting existing goals | Industry Partners, Administration, Instructors | | | | | |
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Lisa Castillo

Leadership Director: Ben Leos

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|--------------------|---|
| 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 |
| | Math - Percent of student in tested grade levels performing at Meets or Masters Grade level as measured by STAAR standard in Math will increase from 72% to 95% | | | | | | |
| | ELA - Percent of student in tested grade levels performing at Meets or Masters Grade level as measured by STAAR standard in ELA will increase from 69% to 95% English 1 | | | | | | |
| | ELA - Percent of student in tested grade levels performing at Meets or Masters Grade level as measured by STAAR standard in ELA will increase from 77% to 95% for English 2 | | | | | | |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|---|--|---|--------------|------------|------------|--|
| 1 PLC Plans documented in lesson plans | 1-Index: 1, 3 Providing supplemental instruction based on prescriptive curriculum for targeted individual students | Supplemental instructional calendar based on student needs | On Target | | | |
| 2 Supplemental aides for special populations | 2-Index: 1, 3 Provide math supplemental aides to targeted students for closing learning gaps | IEP/504 plans for special education and ELL students | On Target | | | |
| 3 Test/retest schedule and benchmarks | 3-Index: 4 Students monitor progress to address TSI and EOC academic gaps | Testing calendar and resources | On Target | | | |
| 4 Schedule all student in Alg 1 in PS math | 5-Index: 1 PS Math Course for all Algebra 1 students | master schedule and student schedules | On Target | | | |
| 5 Create extra day tutorial opportunities for students to prepare for EOC exams | 6-Index: 3 EOC tutorials and closing the gap tutorials | Tutorials schedules and student data trackers reviewed in Advisory period | On Target | | | |
| 6 Discuss student work and provide samples in PLC's | 4-Index: 1, 3 Tier 1 Instruction PLC planning in Team and Content | PLC minutes and agendas | Below Target | | | PLC's redirected to include student work |
| 7 Create TSI Bootcamp schedule to provide TSI remediation and | 3-Index: 4 Students monitor progress to address TSI and EOC academic gaps | Bootcamp schedule and meeting agendas with TCC staff | On Target | | | |
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Lisa Castillo

Leadership Director: Ben Leos

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 | Increase the percent of students who pass TSI Math, Reading, and Writing from 62% to 70% | | | 62% | 70% | EOY |
| | Goal 2 | Increase the percent of students with Lexile level indicating they are on track for college and career readiness | | | 76% | 85% | 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 | 9 | | Develop individualized plans for 10th Grade students who need support with TSI reading and/or math | Grade Level TEAM PLC | | | | \$ 1,500.00 | Closing Gaps |
| 2 | 9 | | Monitor Achieve 3000 usage | Rhone, Durand | | | | | Achievement |
| 3 | 9 | | Provide student supports for TSI needs | Draper, Castillo, Rhone and Content PLC's | | | | \$ 2,000.00 | Progress |
| 4 | | | Monitor ALEKS usage | Math Dept, Rhone | | | | | |
| 5 | | | P-Tech planning: collaborate with industry partners to identify resources they utilize, examine Lexile levels | Industry Partners, Instructors | | | | | |
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Lisa Castillo

Leadership Director: Ben Leos

| 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 |
|--|--|-------|-------|-------|----------|------------|
| | Increase the percent of students who pass TSI Math, Reading, and Writing from 62% to 70% | 62.0% | | | 70% | -8.0% |
| | Increase the percent of students with Lexile level indicating they are on track for college and career readiness | 76.0% | | | 85% | -9.0% |
| | | | | | 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 | 1-(Closing Gaps) Develop individualized plans for 10th Grade students who need support with TSI reading and/or math | Individualized plans | Not Started | | | |
| 2 | 2-(Achievement) Monitor Achieve 3000 usage | Achieve 3000 data/reports | On Target | | | |
| 3 | 3-(Progress) Provide student supports for TSI needs | TSI tutorial schedules | On Target | | | |
| 4 | | | | | | |
| 5 | 5-() PTECH - Planning Year | | | | | |
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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: Lisa Castillo

Leadership Director: Ben Leos

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 | Enhance family and community engagement | | | | | | |
| | Goal 2 | Foster and encourage a culture that promotes student pro-social behavior and resiliency, and reduce sources of unhealthy student stress to improve student academic performance and well-being. | | | | | | |
| | 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, 2, 6 | Create a communication plan to engage all stakeholders | Castillo, Parent Liason | BOY | | | | FAMILY |
| 2 | 1, 2, 6 | Create programming to educate families and provide needed resources for students at each grade level | Counselors, Castillo, Rhone | BOY | | Title I | \$ 1,000.00 | FAMILY |
| 3 | 1, 2, 6 | Maintain a master calendar of campus event | Parent Liason, Boateng | Ongoing | | Local | | FAMILY |
| 4 | 1, 2, 6 | Connect students with area community programs and colleges through campus visits, service projects and field trips to enhance student performance and expereince | Counselors, Castillo, Rhone | Ongoing | | Local | \$ 6,994.00 | FAMILY |
| 5 | 1, 2, 6 | Hire community and family specialist to ensure authentic and purposeful engagement of all learners and stakeholders | SBDM, Castillo | BMV | | Title I | \$ 35,000.00 | |
| 6 | | | | | | | | |
| 7 | 1, 2, 6 | Counselor Guidance Lesson - Academic, social emotional development, crisis management | Counselors | Ongoing | | Local | | |
| 8 | | P-Tech Planning: Develop Communication Plan to inform students, families, and the community about the transition to P-Tech | Industry Partners, Administration, POC Coordinator | | | | | |
| 9 | | P-Tech Planning: Develop new Recruitment Plan to address P-Tech needs | Industry Partners, Administration, POC Coordinator | | | | | |
| 10 | | P-Tech Planning: investigate potential workplace visits by students to industry partners | Industry Partners, Administration, Instructors | | | | | |

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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Lisa Castillo

Leadership Director: Ben Leos

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 |
|---|---|-------|-------|-------|----------|------------|
| | Enhance family and community engagement | | | | 0% | |
| | Foster and encourage a culture that promotes student pro social behavior and resiliency, and reduce sources of unhealthy student stress to improve student academic performance and well being. | | | | 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 Power Hour lessons | Counselor guidance lessons - academic, social emotional development, crisis management | Lesson plans, student work | On Target | | | |
| 2 AVID class lesson plans | Targeted lessons and activities to building family engagement and social/ emotional growth | Lesson plans, student work | On Target | | | |
| 3 Schoolwide | Create a communication plan and campus calendar of events to engage all stakeholders | Website, emails, announcements | On Target | | | |
| 4 PTSO | Create programming to educate families and provide needed resources for students at each grade level | Minutes, website, agendas, photos | On Target | | | |
| 5 AVID, Clubs and Organizations | Connect students with area community programs and colleges through campus visits, service projects, and field trips to enhance student performance and experience levels | Itineraries, school calendars, photos, website | On Target | | | |
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