

083-Young Men's Leadership Academy

Rodney White

Rian Townsend

2018-19 Schoolwide Programs: Campus Improvement Plan
083-Young Men's Leadership Academy

Principal: Rodney White
 Executive Director:

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Closing Achievement Gap

Academic Achievement in Science

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

is to cultivate and empower all young men thru Perverserance, Resiliance, Integrity, Discipli

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

Select Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

2018 -2019 State Accountability Domain Scores

Domain 1: **Student Achievement**

Domain 2: **School Progress**

Domain 3: **Closing The Gaps**

SBDM Members

| Name | Role |
|-------------------|--------------------------------|
| Britttney Hatcher | Parent |
| Mysti Hughes | Parent |
| Bruce Datcher | Community Rep |
| Cissy Mattingly | District-Level Staff |
| Chrsitopher Smith | Dist Emp Relations Council Rep |
| Jemirius Johnson | Teacher |
| Derek Mills | Business Rep |
| Nelson Walker | Campus Non-Tch Prof |
| | Select |
| | Select |
| | Select |
| | Select |
| | Select |
| | Select |
| | Select |
| | Select |
| | Select |
| | 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: Young Men's Leadership Academy

Principal: Rodney White

| Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|--|---|---|---|
| Data Sources Used Make a selection for each by choosing from the | No Graduation Yes Attendance Yes Discipline Yes Instruction No Curriculum Yes Student Data | No Feeder Pattern Analysis No Cohort Analysis No Support Systems No Intervention Services No Dropout Identification No Achievement Gap | No Data Accuracy No Surveys No Fund Balance No Recruit & Retain Quality Staff No VOC-Customer Feedback No Other - enter data source here |
| Demographics | 1. Strong recruitment if minority 2. Valuing the cultures of all of 3. The staff represents the student | 1. Recruit hispanic teachers to reflect 2. Have one cultural awareness student | 1. Strong recruitment of hispanic males to 2. Purchase All-In Learning, Brain Pop, 3. Develop a sound SAT program from grades 6- 4. Ensure that families are more engaged thru the 5. Purchase books by Michael Gurian (single |
| Student Achievement | 1. Cyclic A B Honor Roll 2. Students who achieve A B 3. Students who receive | 1. Ensure all students are aware of how 2. Ensure the SAT prep is sound for all 3. All teachers will use formative | |
| School Culture and Climate | 1. Students are highlight every six 2. GPA Wednesdays for free dress 3. A Scholar and A Gentlemen is a | 1. Continue the student of the week in 2. Increase the GPA driven culture by 3. Increase awareness for the | |
| Staff Quality/ Professional Development | 1. All staff know the results 2. White's and Walkers Winners | 1. Book Study on Michael Gurian on 2. Have more teachers spread their | |
| Curriculum, Instruction, and Assessment | 1. Following the scope and 2. Use of All In Learning as a Data | 1. Use Lead 4Ward to determine Scope 2. Have one teacher each 3 week cycle | |
| Family and Community Involvement | 1. Parent ratings on FaceBook 2. PTSA membership is higher | 1. Ensure High School parents are 2. Higher a more effective Parent | |
| School Context and Organization | 1. Maintain Conventus and 2. Keep the PRIDE format to | 1. PRIDE's need to be used more for 2. Scholar and a Gentlemen issues, so | |



083-Young Men's Leadership Academy

Budget Summary

| | Local (Basic Allotment) | SCE | CTE | Bilingual | Gifted & Talented | Special Education | Title I | TOTAL |
|---|----------------------------|----------|----------|-----------|-------------------|-------------------|-----------|---------|
| → | \$ 24,291 | \$ 2,948 | \$ 3,938 | \$ 109 | \$ 908 | \$ 901 | \$ 67,258 | 100,353 |

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Rodney White

Leadership Director:

Summary by Fund Source

| Fund Source→ | Local Basic Allotment | SCE State Compensatory Education | CTE | Bilingual | Gifted & Talented | Special Education | Title I | GRAND TOTAL budgeted in CEIP |
|---|--------------------------|--|-------|-----------|-------------------|-------------------|----------|---------------------------------|
| Student Outcome Goals | 300 | 0 | 0 | 0 | 0 | 0 | 800 | \$ 1,100 |
| Campus Needs - Student Achievement | 0 | 0 | 0 | 0 | 0 | 0 | 1,700 | \$ 1,700 |
| Campus Needs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$ - |
| Parent/Family Engagement Health Related | 100 | 0 | 0 | 0 | 0 | 0 | 450 | \$ 550 |
| TOTAL | \$ 400 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 2,950 | \$ 3,350 |
| Allocations | 24,291 | 2,948 | 3,938 | 109 | 908 | 901 | 67,258 | 100,353 |
| Percent Budgeted | 2% | 0% | 0% | 0% | 0% | 0% | 4% | 3% |

| 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: Rodney White

Leadership Director:

| | | |
|--|--------------------|--|
| 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 | | |
| | 3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from | 51% | 70% | EOY |
| | 3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from | 13% | 25% | EOY |
| | NA | | | EOY |
| | 3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from | 51% | 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 | CTE-LEP | The flipped classroom method will be utilized in math classes to give more time for guided and independent practice and teacher guidance. | Math Teachers | 1st semester | PLC | Title I | \$ 250.00 | Achievement |
| 2 | CTE-LEP | PRIDE Math competitions based on data disaggregations will be utilized based on benchamrks every six weeks to motivate all young men in all four PRIDE's | Conventus Coordinator, Math Teachers, Administration | 1st semester | Pull-Out | Title I | \$ 250.00 | Culture and Climate |
| 3 | CTE-LEP | Transparency of Teacher Data Sharing will occur every six weeks in open forum faculty meeting to begin data meeting conversations school wide. | Adminstration, Teachers | All year every six weeks | Faculty Mgt | Title I | \$ 300.00 | Progress |
| 4 | CTE-LEP | Lowest student expectations on benchmarks will be retaught thru bell ringers with differentiated strategies and different expected products to show mastery. | Math Teachers | 1st semester | PLC | Title I | \$ - | Progress |
| 5 | CTE-LEP | Targeted tutorials during Conventus time for identified students for growth purposes. | Math Teachers, Administration | Yearlong | PLC | Local | \$ 300.00 | Closing Gaps |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Rodney White

Leadership Director:

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

| Focus | SMART Goal | BOY % | MOY % | EOY % | Target % | Difference |
|-----------------|---|--------|-------|-------|----------|------------|
| | 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 0 percent. | | | | | |
| (Target Element | Graduates meeting TSI standard in Reading and Math | 55.0% | | | 70% | -15.0% |
| Systems) | Graduates who earn 12 or more college credit hours through dual credit courses | 20.0% | | | 25% | -5.0% |
| | Graduates completing a CTE coherent sequence of courses | 100.0% | | | 70% | 30.0% |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|--|---|--|------------|------------|------------|----------------------------|
| 1 Ensure all TSI scholars know their data and schedule TSI preps and | 3-(Progress) Transparency of Teacher Data Sharing will occur every six weeks in open forum faculty meeting to begin data meeting conversations school wide. | IFM Meeting agendas and minutes | 55% | | | |
| 2 Have all 12th grade scholars take TSI diagnostic | 4-(Progress) Lowest student expectations on benchmarks will be retaught thru bell ringers with differentiated strategies and different expected products to show mastery. | Assessment scores and overall success rate for students on TSI | 55% | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Rodney White

Leadership Director:

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

| Focus SMART Goal Campus Priorities | Campus Needs Goals and Measures (Baselines-X and Targets-Y) | | Baseline (BOY) | | | Target (EOY) | | |
|---|--|--|----------------|-------------------|------------------------|--------------|-------------------|------------------------|
| | | | Approaches | Meets or Expected | Masters or Accelerated | Approaches | Meets or Expected | Masters or Accelerated |
| Goal 1 | Percent of students at YMLA meeting expected or above growth in Math will increase from 51% To 70% By June 2019 as measred by the STAAR Math assessment at all tested math grade levels. | | 82.00% | 51.00% | 13.00% | | | |
| Goal 2 | Percent of students at YMLA meeting expected or above growth in Reading will increase from 40% to 60% By June 2019 as measred by STAAR. | | 82.00% | 42.00% | 18.00% | | | |
| Goal 3 | Percent of Students in tested grade levels performing at Approaches, Meets, or Exceeds Expectations as measured by the STAAR measre in Reading will increase by 5%. | | | | | | | |
| Goal 4 | | | | | | | | |

| Title I Components | PBMA | Alignment | | Expectations | | | | Focus → Achievement & |
|-----------------------|---------|---|---|------------------------|-------------|---------------|-----------|-----------------------|
| | | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | |
| 1 | CTE-LEP | Social Studies Department will incorporate Reading Strategies during their | Social St. Dept. Reading | Every six weeks | Pull-Out | Title I | \$ 400.00 | |
| 2 | CTE-LEP | Social Studies Teachers and Reading Teachers will teach interdisciplinary units to streamline the Reading and Writing process for all scholars. This will reinforce concepts and actions for reading and writing. | Social Studies Dept, Reading Dept, Administration | 1 six weeks a semester | Pull-Out | Title I | \$ 250.00 | |
| 3 | CTE-LEP | Reinforce LEP strategies among entire school to ensure that our language proficiency measures are met. | ELA Dept for whole school | All year | Faculty Mgt | Title I | \$ 250.00 | |
| 4 | CTE-LEP | Math targeted scholars will be double blocked in math based on STAAR orevious score. | Counseling, Administration, Math Department | All year | Pull-Out | Title I | \$ 400.00 | |
| 5 | | PRIDE competitions on the highest PRIDE group based on interim six week assessments, while holding PRODE competitions on our lowest Math SE's | Cnventus Coordinator, Math Department Chair, Administration | All year | PLC | Title I | \$ 400.00 | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Rodney White

Leadership Director:

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

| Focus SMART Goal (Target Element) | Progress Monitoring (Target Element Systems) | MOY | | | EOY | | |
|--|--|------------|-------------------|------------------------|------------|-------------------|------------------------|
| | | Approaches | Meets or Expected | Masters or Accelerated | Approaches | Meets or Expected | Masters or Accelerated |
| Focus SMART Goal (Target Element) | Percent of students at YMLA meeting expected or above growth in Math will increase from 51% To 70% By June 2019 as measred by the STAAR Math assessment at all tested math grade levels. | | | | | | |
| | Percent of students at YMLA meeting expected or above growth in Reading will increase from 40% to 60% By June 2019 as measred by STAAR. | | | | | | |
| | Percent of Students in tested grade levels performing at Approaches, Meets, or Exceeds Expectations as measured by the STAAR measre in Reading will increase by 5%. | | | | | | |
| | | | | | | | |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|--|---|---|-------------------|-------------------|-------------------|-----------------------------------|
| 1 (Reading and Math) interim assessments | Have cyclic data meetings after each six week interim assessment with content teachers (Reading and Math) | Data meeting reflection sheets from data meetings | Below Target | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Rodney White

Leadership Director:

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

| Focus SMART Goal Campus Priorities | Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z) | | | Baseline (BOY) | to Target | by Deadline | |
|---|--|---|--|----------------|-----------|-------------|-----|
| | Goal 1 | 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. | | | | | |
| | Goal 2 | | | | | | EOY |
| | Goal 3 | | | | | | EOY |
| | Goal 4 | | | | | | EOY |

| | | Alignment | Expectations | | | | | |
|--------------------|-------|---|-----------------------|----------|---------------------|---------------|------|-------|
| Title I Components | PBMAS | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | Focus |
| 1 | | All Students will take the TSI Prep test on Edgenuity to ensure that all young men are TSI ready. | CCRC, Principal | All Year | Pull-Out/ Vendor | Local | | |
| 2 | | Those that have not passed will continue to take the TSI until they pass. | CCRC, Principal | All Year | Saturday | Local | | |
| 3 | | Administer the SAT to all Juniors and Seniors free of charge. | CCRC, Principal | All Year | Pull-Out | Title I | | |
| 4 | | Ensure all Seniors apply to ten colleges and universities before they graduate. | CCRC, Principal | All Year | Pull-Out/ PLC | Title I | | |
| 5 | | All seniors must apply for atleast 15 scholarships each, while learning scholarship essay writing skills. | CCRC, Principal | All Year | Pull-Out | Title I | | |
| 6 | | College Prep Genuis as SAT Prep | CCRC, Principal | All Year | Pull-Out | SPED | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Rodney White

Leadership Director:

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

| Focus SMART Goal (Target Element) | Progress Monitoring (Target Element Systems) | BOY % | MOY % | EOY % | Target % | Difference |
|--|---|--------------|--------------|--------------|-----------------|-------------------|
| | 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. | | | | 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 Ensure all kids who qualify are enrolled in higher education | 1-() All Students will take the TSI Prep test on Edgenuity to ensure that all young men are TSI ready. | TSI testing schedule and log, as well as increased scores by student. | On Target | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |

Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Rodney White

Leadership Director:

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

| Focus SMART Goal | REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL | | Baseline (BOY) | to Target | by Deadline |
|------------------------|---|---|----------------|------------------|-------------|
| | REQUIRED ONE HEALTH RELATED GOAL | | | | |
| | Goal 1 | During Open House, the YMLA will get info and engage parents in our Health and Awareness Series of Parent Engaqement Nights. Health and Awareness parent nifghtrs will engage the community with resources to | Open House | 3 family nights% | 1-Jun |
| | Goal 2 | Solicit and ensure that we get 75 families engaged in the Cowtown 5k run through our school efforts. | 10% | 25% | 2-Feb |
| | Goal 3 (Optional) | % of all eligible students tested on the Fitness Gram will increase from 65% to 80%, as measured by the Fitness Gram test, June 2019. | 65% | 80% | 1-Jun |
| Goal 4 (Optional) | | | | | |

| Title I Component | PBMAS | Alignment | | Expectations | | | | Focus | |
|-------------------|-----------|---|--|---------------------------|---|---------------|---------|-----------|--------|
| | | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | | |
| 1 | ex. 1, 3, | CTE-LEP | During Open House ensure that parents are aware of the different communication tools that YMLA has to offer. Specifically, ensure YMLA families know about our Remind 101, Website, and Facebook and Twitter. | Principal, Parent Liasion | Open House | Pull-Out | Title I | \$ 150.00 | FAMILY |
| 2 | 1,2 | CTE-LEP | Have 3 different famiy health and community connection nights during the 2018-19 school year, which will help connect family and community with the school. These events will help with health awareness , as well as attack other resources that our com,munity could benefit from. | Principal, Parent Liasion | 1 during Fall Semester, 2 during the Spring | Faculty Mgt | Title I | \$ 300.00 | FAMILY |
| 3 | 1,2 | CTE-LEP | Ensure we have a 45 family increase in participation in the Cowtown 5k event that Fort Worth hosts every year in February. | Principal, Parent Liasion | Feb-19 | Saturday | Local | \$ 100.00 | HEALTH |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| 8 | | | | | | | | | |
| 9 | | | | | | | | | |
| 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: Rodney White

Leadership Director:

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

| Focus SMART Goal (Target Element) | Progress Monitoring (Target Element Systems) | BOY % | MOY % | EOY % | Target % | Difference | |
|-----------------------------------|---|-------|-------|-------|----------|------------------|--|
| | During Open House, the TMCA will get into and engage parents in our Health and Awareness Series of Parent Engagement Nights. Health and Awareness parent nights will engage the community with resources to strengthen the family and home. Our target is to reach the families of at least 200 scholars by having evidence of their contacts in our Demind system. | | | | | 3 family nights% | |
| | Solicit and ensure that we get 75 families engaged in the Cowtown 5k run through our school efforts. | | | | 25% | | |
| | % of all eligible students tested on the Fitness Gram will increase from 65% to 80%, as measured by the Fitness Gram test, June 2019. | | | | 80% | | |
| | | | | | 0% | | |

| Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|------------------------------|--|-------------------------|------------|------------|------------|----------------------------|
| 1 | Post all activities to FB | | | | | |
| 2 | higher and plan family | | | | | |
| 3 | activities with parent | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |