

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

### 117-Como ES

Principal: Valencia Rhines

Executive Director: Priscila Dilley

### State Accountability Status

**Met Standard**

#### Campus Distinctions

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

#### Campus Mission/Vision Statement

#### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

**YES** the Fort Worth ISD School Board;

**YES** the Texas Education Code;

**YES** Title I, Part A; and

**YES** Priority / Turnaround Plans

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

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

### 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	
Domain 2: <b>School Progress</b>	
Domain 3: <b>Closing The Gaps</b>	

### SBDM Members

Name	Role
Valencia Rhines	Select
Drew Farr	Select
Tomeka McGee	Select
Emily Bialas	Select
Briana Boccard	Select
Cara Lightner	Select
Crystal Cole	Select
Nichole Drumgoole	Select
Jill Goff	Select
Carin Evans	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:** Leadership Academy at Como

**Principal:** Valencia Rhines

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	No	Instruction	No	Intervention Services	No	Recruit & Retain Quality Staff
	No	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here	
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
<b>Demographics</b>	1.	Diversity of staff and students.	1.	Increase student reading levels across all grade levels.	<b>Increase student reading levels and academic performance across all grade levels and contents.</b> <b>2. Continue to implement a PLC structure that includes data, that will help improve instruction and student achievement.</b> <b>3. Professional development designed to help grow staff, increase student achievement, and meet the needs of staff</b> 4. 5.	
	2.	PK classrooms that allow for instruction to begin at an early age.				
			2.	Students high tardy and absenteeism impacts the start of the day and the instructional time		
<b>Student Achievement</b>	1.	Gains made with closing the achievement gap as evidenced by Index 2 of campus 2016-2017 STAAR data	1.	Continue to close the achievement		
<b>School Culture and Climate</b>	1.	Restorative Practice implementation has led to a decrease in student discipline.	1.	Continue to focus on meeting the social-emotional needs of students		
	2.	Discipline has improved yet continues to be an area we	2.			
<b>Staff Quality/ Professional Development</b>	1.	Staff is dedicated to see students and the campus as a	1.	Data integration in the classroom (monitoring and adjusting)		
			2.	PLC designed to meet the needs of staff (differentiation).		
<b>Curriculum,</b>	1.	IPC Implementation is effective	1.	Consistently aligning CF to IPC		

<b>Instruction, and Assessment</b>				
<b>Family and Community Involvement</b>	1.	Community is invested in the	1.	Continue exploring ways to get
<b>School Context and Organization</b>	1.	Intervention Hour and WOW Wednesday PLCs meet the needs of staff.	1.	

	→ 117-Como ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 26,460	\$ 4,008		\$ 571	\$ 223	\$ 1,025	\$ 126,203	158,490

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

**Budget Summary**

Principal: Valencia Rhines

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	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	1,000	0	0	571	0	0	81,000	\$ 82,571
Campus Needs - Student Achievement	2,000	4,008	0	0	223	0	12,673	\$ 18,904
Campus Needs	23,460	0	0	0	0	1,025	19,000	\$ 43,485
Parent/Family Engagement Health Related	0	0	0	0	0	0	13,530	\$ 13,530
<b>TOTAL</b>	<b>\$ 26,460</b>	<b>\$ 4,008</b>	<b>\$ -</b>	<b>\$ 571</b>	<b>\$ 223</b>	<b>\$ 1,025</b>	<b>\$ 126,203</b>	<b>\$ 158,490</b>
Allocations	26,460	4,008	-	571	223	1,025	126,203	158,490
Percent Budgeted	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							25,500
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Student Outcome Goals Action Plan

Principal: Valencia Rhines

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	19%	25%
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	73%	80%	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	55%	65%	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

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	Data Analyst and administrators will monitor weekly lessons on Achieve 3000 and the 75% or higher on two article expectation.	Data Analyst and Administrators	Ongoing				Progress
2	1,2	Data Analyst and administrators will monitor reading levels progress in K-2 by utilizing F & P data and Smarty Ants data.	Data Analyst and Administrators	Ongoing		Local	\$ 1,000.00	Progress
3	1,9	Teachers in grades K-2 will track below level readers, bi-weekly, using F & P running record assessment system.	K-2 Teachers, Instructional Coach, and Administrators	Ongoing				Achievement
4	1,9	Teacher assistants and literacy support personnel will provide K-2 LLI interventions for identified students in need of support.	K-2 Teachers, Instructional Coach, and Administrators	Ongoing	Pull-Out/ Vendor	Title I	\$ 66,000.00	Closing Gaps
5	1,9	Reading Partners will work with below level K-2 students, twice per week for 45 minutes per session.	Reading Partners and Administrators	Ongoing				Closing Gaps
6	1,3,4	Instructional coaches will provide support and professional development to teachers and students to improve student outcomes.	Instructional Coaches and District Trainers	Ongoing		Title I		Achievement
7	1,4	Instructional Planning Calendars and lesson plan feedback will be utilized to ensure alignment in instruction across campus. TT will continue to support this area.	Teaching Trust, Instructional Coaches, and Leadership Team	Ongoing				Tchr/Staff Quality
8	1,9	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.	Additional Staff Members, Instructional Coaches, and Administrators	Ongoing		Title I	\$ 10,000.00	Closing Gaps

9	1,9	Teachers will receive training on social emotional needs, relationship building, and building classroom culture and acquired skills/learning will be applied in the classroom.	Teachers and Leadership Team	Ongoing	Pull-Out	Title I	\$ 2,000.00	Culture and Climate
10	1.9	Additional materials to support literacy instruction across campus.	Teachers and Leadership Team	Ongoing		Title I	\$ 3,000.00	Achievement
11						Bilingual	\$ 571.00	
12								
13								
14								
15								

# 2018-19 Schoolwide Programs: Campus Improvement Plan

# Student Outcome Goals Progress Monitoring

Principal: Valencia Rhines

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 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 19 to 25 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				80%	
	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 STRIVE Walk Throughs	Data Analyst and administrators will monitor weekly lessons on Achieve 3000 and the 75% or higher on two article expectation.	80% of students will achieve 75% or higher on two articles, per week, first try.				
2 F & P Assessment System	Data Analyst and administrators will monitor reading levels progress in K-2 by utilizing F & P data and Smarty Ants data.	100% of teachers will complete monthly data trackers.				
3 F & P Assessment System	Teachers in grades K-2 will track below level readers, bi-weekly, using F & P running record assessment system.	100% of teachers will complete bi-monthly data trackers.				
4 F & P Assessment System	Teacher assistants and literacy support personnel will provide K-2 LLI interventions for identified students in need of support.	80% of identified students will show one years growth at the end of the year.				
5 Reading Partner Data Reports	Reading Partners will work with below level K-2 students, twice per week for 45 minutes per session.	80% of students participating in Reading Partners will show 1 year's growth.				
6 Instructional Coaches Log	Instructional coaches will provide support and professional development to teachers and students to improve student outcomes.	100% of logs will be reviewed weekly by administrators to show evidence of co-teaching, modeling of lessons and push in support.				
7 STRIVE Walk Throughs	Instructional Planning Calendars and lesson plan feedback will be utilized to ensure alignment in instruction across campus. TT will continue to support this area.	100% of teacher walk throughs will demonstrate alignment between lesson objectives and DOL results.				

8	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.	100% of classroom walk throughs will indicate additional staff members pushing into classrooms during intervention block.				
9	Discipline Infractions	Teachers will receive training on social emotional needs, relationship building, and building classroom culture and acquired skills/learning will be applied in the classroom.	Infractions will decrease by 10%.				
10		Additional materials to support literacy instruction across campus.					
11							
12							
13							
14							
15							



# Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Valencia Rhines

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	Percent of students in grade 3-5 reading on or above grade level, as measured by the STAAR on level standard for reading will increase from		62.00%	24.00%	10.00%	68.00%	30.00%	15.00%
Goal 2	Percent of students in grade 4 writing on or above grade level, as measured by the STAAR on level standard for writing will increase from		29.00%	17.00%	0.00%	60.00%	20.00%	10.00%
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	1,2	Data Analyst and administrators will monitor weekly lessons on Achieve 3000 and the 75% or higher on two article expectation.	Data Analyst and Administrators	Ongoing		GT	\$ 223.00	Progress	
2	1,2	Data Analyst and administrators will monitor reading levels progress in K-2 by utilizing F & P data and Smarty Ants data.	Data Analyst and Administrators	Ongoing			\$ 2,000.00	Progress	
3	1,3,4	Instructional coaches will provide support and professional development to teachers and students to improve student outcomes.	Instructional Coaches and District Trainers	Ongoing				Tchr/Staff Quality	
4	1,4	Instructional Planning Calendars and lesson plan feedback will be utilized to ensure alignment in instruction across campus. TT will continue to support this area.	Teaching Trust, Instructional Coaches, and Leadership Team	Ongoing			\$ 39,000.00	Tchr/Staff Quality	
5	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	After Sch	Title I	\$ 3,000.00	Closing Gaps	
6	2	Utilize All in Learning System to increase efficiency in gathering and monitoring literacy data.	Data Analyst and Teachers	Ongoing	PLC	SCE	\$ 4,008.00	Progress	
7	2, 4	Professional Development/conferences designed to support writing instruction across campus will be provided.	Instructional Coaches, District and Out of District Trainers	Ongoing	Pull-Out/ PLC	Local	\$ 2,000.00	Tchr/Staff Quality	
8	1,9	Additional support from teacher assistants and teachers will be provided for identified students in need of support.	K-2 Teachers, Instructional Coach, and Administrators	Ongoing	Pull-Out/ Vendor	Title I	\$ 9,673.00	Closing Gaps	
9									
10									

11									
12									
13									
14									
15									

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

**Campus Needs - Student Achievement Progress Monitoring**

Principal: Valencia Rhines

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)
--------------------	---

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
	Percent of students in grade 3-5 reading on or above grade level, as measured by the STAAR on level standard for reading will increase from						
	Percent of students in grade 4 writing on or above grade level, as measured by the STAAR on level standard for writing will increase from						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 STRIVE Walk Throughs	Data Analyst and administrators will monitor weekly lessons on Achieve 3000 and the 75% or higher on two article expectation.	80% of students will achieve 75% or higher on two articles, per week, first try.				
2 F & P Assessment System	Data Analyst and administrators will monitor reading levels progress in K-2 by utilizing F & P data and Smarty Ants data.	100% of teachers will complete monthly data trackers.				
3 STRIVE Walk Throughs	Instructional Planning Calendars and lesson plan feedback will be utilized to ensure alignment in instruction across campus. TT will continue to support this area.	100% of teacher walk throughs will demonstrate alignment between lesson objectives and DOL results.				
4 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.	100% of classroom walk throughs will indicate additional staff members pushing into classrooms during intervention block.				
5 All In Learning Data Tracker	Utilize All in Learning System to increase efficiency in gathering and monitoring literacy data.	100% of quick checks will be tracked using All in Learning.				
6 STRIVE Walk Throughs Student Data Binders	Professional Development/conferences designed to support writing instruction across campus will be provided.	100% of teachers will implement strategy from PD.				

7	F & P Assessment System	Additional support from teacher assistants and teachers will be provided for identified students in need of support.	Data will be tracked for 100% of students receiving additional support.				
8							
9							
10							
11							
12							
13							
14							
15							

# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Valencia Rhines

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, the overall campus performance rating will increase from an 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	1,9	Teachers will receive biweekly feedback on IPC and lesson plans to ensure instructional alignment across campus.	Leadership Team	Ongoing				Progress
2	2, 1, 9	Teachers will give biweekly common assessments using the All in Learning System and participate in biweekly data meetings and make adjustments to instruction as needed to improve student outcomes.	Data Analyst, Teachers, and Leadership Team	Ongoing		Local	\$ 20,816.00	Closing Gaps
3	1,4	Instructional Planning Calendars and lesson plan feedback will be utilized to ensure alignment in instruction across campus. TT will continue to support this area.	Teaching Trust, Instructional Coaches, and Leadership Team	Ongoing		Local	\$ 2,644.00	Tchr/Staff Quality
4	1,9	Administrators and coaches will review walk through and assessment data during weekly meetings to determine next steps in the area of support	Leadership Team	Ongoing		SPED	\$ 1,025.00	Tchr/Staff Quality
5	1,9	Professional development designed to meet the needs of ELL and Sped students will be provided.	Instructional Coaches, District and out of District Training	Ongoing		Other	\$ 10,500.00	Closing Gaps
6		Teachers will receive training on social emotional needs, relationship building, and building classroom culture and acquired skills/learning will be applied in the classroom.	Teachers and Leadership Team	Ongoing		Title I	\$ 19,000.00	Culture and Climate
7		Campus House System Support	Administrators			Other	\$15,000	
8								
9								
10								

11									
12									
13									
14									
15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Valencia Rhines

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)					
-------------	---	--	--	--	--	--

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	By June 2019, the overall campus performance rating will increase from an 84% to 90% as measured by Tea Accountability Ratings	84.0%			90%	-6.0%
					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 ItsLearning and Emails	Teachers will receive biweekly feedback on IPC and lesson plans to ensure instructional alignment across campus.	100% of teachers will receive biweekly feedback on IPC and lesson plans				
2 All In Learning System	Teachers will give biweekly common assessments using the All in Learning System and participate in biweekly data meetings and make adjustments to instruction as needed to improve student outcomes.	100% of quick checks will be tracked using All in Learning.				
3 STRIVE Walk throughs	Instructional Planning Calendars and lesson plan feedback will be utilized to ensure alignment in instruction across campus. TT will continue to support this area.	100% of walk throughs will demonstrate alignment between lesson objectives and DOL results.				
4 Leadership Agendas	Administrators and coaches will review walk through and assessment data during weekly meetings to determine next steps in the area of support	100% of bi-weekly meeting agendas will reflect data discussions.				
5 Discipline Infracctions	Professional development designed to meet the needs of ELL and Sped students will be provided. Teachers will receive training on social emotional needs, relationship building, and building classroom culture and acquired skills/learning will be applied in the classroom.	Infracctions will decrease by 10%.				
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: Valencia Rhines

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	to Target	by Deadline	
	REQUIRED ONE HEALTH RELATED GOAL			(BOY)			
	Goal 1	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from			1%	2%	1-Jun
	Goal 2	Parent/family participation in at least 2 campus-based events will increase from			35%	40%	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	3	Campus Local Wellness Coordinator will design events that encourage staff, students, and families to have a healthy lifestyle.	Assistant Principal and Local Wellness Coordinator	Ongoing	Faculty Mgt	Title I		HEALTH
2	3	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.	Instructional Coaches, Teachers, Administrators	Ongoing		Title I	\$ 13,530.00	FAMILY
3								
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: Valencia Rhines**

**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
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	1.0%			2%	-1.0%
	Parent/family participation in at least 2 campus-based events will increase from	35.0%			40%	-5.0%
					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 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.				
2 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.				
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

15							
16							
17							
18							
19							
20							