

222-Clifford Davis ES

Pamela Henderson

Todd Koppes

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 222-Clifford Davis ES

Principal: Pamela Henderson

Executive Director: Todd Koppes

### State Accountability Status

**Met Standard**

#### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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#### Campus Mission/Vision Statement

*and abilities necessary for lifelong learning by creating a learning environment that is stud*

#### 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>	Did Not Met Standards
Domain 2: <b>School Progress</b>	Met Standards
Domain 3: <b>Closing The Gaps</b>	Met Standards

### SBDM Members

Name	Role
Kosheda Butler	Teacher
Franchan Crockett	Teacher
Kyle Hairston	Teacher
Terri Lewis	Teacher
Tremika Clerkley	Parent
Faustina Rice	Community Rep
Chaquita Hamilton	Campus Non-Tch Prof
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### 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:** L. Clifford Davis Elementary

**Principal:** Pamela Henderson

<b>Data Sources Used</b>	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	No	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
<b>Make a selection for each by choosing from</b>	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.	Our campus is diverse: African American- 36%, Asian - 30%, Hispanic - 24%, and White - 10%	1.	Professional development that focuses on effective implementation of ELL strategies and differentiation of instructional strategies is needed because 64% of our student population are refugee students with limited	1. Effective implementation of instructional strategies in all areas.	
	2.	There are 32 different languages spoken by students at our school.	2.	The consistent implementation of ELPS strategies needed as evidenced by our TELPAS scores. 41% of our ELL students remained the same from the 2015-2016 to 2016-2017 school year. Even though, they did not decrease but they	2. Increased parental engagement is needed to address students' academic progress and the development of positive social skills.	
<b>Student Achievement</b>	1.	Based on local assessment and benchmark data, our students score higher in mathematics than reading.	1.	Based on local assessments and benchmarks, students scores in reading and writing need to increase an average of 25%	3. Positive teacher-student relationships must be implemented in order to develop students' academic and social development.	
	2.	Consistent math staff development and support has been provided for math teachers.	2.	Staff development is needed for reading comprehension. Students are averaging a score of 45% on reading		

School Culture and Climate		The students stated they like attending school and they feel safe at school.	Restorative Practices need to be implemented consistently as evidenced by the types of discipline referrals submitted. Nine of the ten referrals submitted during the fourth six weeks addressed rude and disrespectful	
	2.	The effective implementation of Restorative Practices has promoted a positive climate.		
Staff Quality/ Professional Development		The teachers readily attend staff development in order to learn effective instructional strategies.	The consistent implementation of ELPS strategies needed as evidenced by our TELPAS scores. 41% of our ELL students remained the same from the 2015-2016 to 2016-2017 school year. Even though, they did not decrease but they	
Curriculum, Instruction, and Assessment		The teachers are knowledgeable regarding the TEKS.	Team planning regarding the development and implementation of effective Tier I instruction is needed as evidenced by an average of 52% student mastery on reading, writing,	
Family and Community Involvement		Our parents readily attend Family Night activities (math, reading, and science) .	Parent conferences addressing students' academic and social progress must increase as evidenced by an average of 15 conferences conducted	
School Context and Organization		Professional Learning Communities meetings are conducted consistently.	Increased common and vertical team planning is needed to implement effective ELL strategies as evidenced indicated by our TELPAS scores. 41% of our ELL students remained the same from the 2015-2016 to 2016-2017 school year. Even though, they did not decrease but they did not make any	

	2.	Data Analysis meetings are conducted consistently.	2.		
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	222-Clifford Davis ES							
<b>Budget Summary</b>	<b>Local</b> (Basic Allotment)	<b>SCE</b>	<b>CTE</b>	<b>Bilingual</b>	<b>Gifted &amp; Talented</b>	<b>Special Education</b>	<b>Title I</b>	<b>TOTAL</b>
	\$ 45,242	\$ 8,712		\$ 2,891	\$ 259	\$ 1,238	\$ 209,037	267,379

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

**Budget Summary**

Principal: Pamela Henderson

Leadership Director: Todd Koppes

**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	8,712	0	0	0	1,238	39,041	\$ 48,991
Campus Needs - Student Achievement	0	0	0	2,891	0	0	91,637	\$ 94,528
Campus Needs	2,000	0	0	0	0	0	78,550	\$ 80,550
Parent/Family Engagement Health Related	13,500	0	0	0	0	0	0	\$ 13,500
<b>TOTAL</b>	<b>\$ 15,500</b>	<b>\$ 8,712</b>	<b>\$ -</b>	<b>\$ 2,891</b>	<b>\$ -</b>	<b>\$ 1,238</b>	<b>\$ 209,228</b>	<b>\$ 237,569</b>
<b>Allocations</b>	<b>45,242</b>	<b>8,712</b>	<b>-</b>	<b>2,891</b>	<b>259</b>	<b>1,238</b>	<b>209,037</b>	267,379
<b>Percent Budgeted</b>	34%	100%	NA	100%	0%	100%	100%	89%

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: Pamela Henderson

Leadership Director: Todd Koppes

<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</b> - Student Outcome <b>Goal</b> and <b>Progress Measures</b> (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			EOY
	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	42%	47%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	22%	37%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	15%	30%	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	45%	55%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1 & 4		K - 3rd grade teachers will receive tailored reading professional development and coaching in order to implement core instruction for reading utilizing best instructional practices.	Reading Instructional Coach, Learning Model Coach, and School Administrators	August - November 2018	Faculty Mgt/PLC	Title I	\$ 7,000.00	Achievement
1	LEP	K - 3rd grade teachers will utilize core reading instruction to implement best instructional strategies.	Kindergarten - 3rd grade teachers	August 2018 - May 2019	PLC	Title I	\$ 8,867.00	Achievement
1	LEP	Achieve 3000 lessons will be completed twice a week with a passing rate of 75% for 2nd and 3rd grade students.	2nd - 3rd grade teachers and computer lab assistant	August 2018 - May 2019		Title I	\$ 11,587.00	Achievement
1	LEP	Smarty Ants lessons will be completed twice a week for Kindergarten - 1st grade students.	Kindergarten, 1st grade teachers, computer lab assistant	August 2018 - May 2019		Title I	\$ 11,587.00	Achievement
1	LEP	Neuhaus and Estellita lessons will be taught daily in Kindergarten - 2nd grade classes.	Kindergarten - 2nd grade teachers and instructional coaches	August 2018 - May 2019	PLC	SPED	\$ 1,238.00	Achievement

6	1 & 4	Interventions and Accelerations will be developed and implemented for PreK - 3rd grade students based on data analysis via small groups and tutorials.	Prekindergarten - 3rd grade teachers, teacher assistants, retired/support teachers, data analyst and instructional coaches	August 2018 - May 2019	Pull-Out/ PLC	SCE	\$ 8,712.00	Progress
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# 2018-19 Schoolwide Programs: Campus Improvement Plan

# Student Outcome Goals Progress Monitoring

Principal: Pamela Henderson

Leadership Director: Todd Koppes

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

Focus	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 0 to 0 percent.	BOY %	MOY %	EOY %	Target %	Difference
<b>SMART Goal</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 0 to 0 percent.					
<b>(Target Element Systems)</b>	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool	24.0%			47%	-23.0%
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading	22.0%			37%	-15.0%
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading	45.0%			55%	-10.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 100% Teacher Participation in Professional	1-() K - 3rd grade teachers will receive tailored reading professional development and coaching in order to implement core instruction for reading utilizing best instructional practices,	Professional Development Agendas and Sign-In Sheets	On Target			
2 Effective Lesson Delivery of Reading Instruction and Walkthroughs documented in STRIVE	2-() K - 3rd grade teachers will utilize core reading instruction to implement best instructional strategies.	Increased Reading Levels and Lexile Levels as evidenced by F & P, Achieve 3000, and Smarty Ants. Walkthroughs documented in STRIVE by school administrators.	On Target			
3 Number of Achieve 3000 lessons completed with 75%.	3-() Achieve 300 lessons will be completed twice a week with a passing rate of 75% for 2nd and 3rd grade students.	Weekly Achieve 3000 Reports that reflect usage and percentage mastery.	Below Target			Percentage passing is below 75%
4 Number of Smarty Ants completed each week.	4-() Smarty Ants lessons will be completed twice a week for Kindergarten - 1st grade students.	Weekly Smarty Ants reports that reflect usage.	On Target			
5 Implementation of Daily Instructional Schedule and Increased Student Fluency	5-() Neuhaus and Estellita lessons will be taught daily in Kindergarten - 2nd grade classes.	Master Schedule, Completed Student Mastery Checks, F & P, and Walkthroughs documented in STRIVE	On Target			
6 Intervention and/or Acceleration Plan and Increased student mastery as evidenced in data analysis of assessments	6-() Interventions and Accelerations will be developed and implemented for PreK - 3rd grade students based on data analysis.	Increased Reading Levels and Lexile Levels as evidenced by f & P, Achieve 3000, and Smarty Ants. Walkthroughs documented in STRIVE by school administrators.	On Target			
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# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Pamela Henderson

## Campus Needs - Student Achievement Action Plan

Leadership Director: Todd Koppes

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	The percentage of students tested grade levels performing at approaching, meets, and masters grade level as measured by the STAAR standard in reading will reflect a minimum growth of 10% in approaches and meets, and		38.00%	16.00%	7.00%	48.00%	26.00%	13.00%
Goal 2	The percentage of students tested grade levels performing at approaching, meets, and masters grade level as measured by the STAAR standard in writing will reflect a minimum percentage score of 24% in approaches, 9% in		19.00%	4.00%	0.00%	24.00%	9.00%	5.00%
Goal 3								
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	1 & 4	CTE-LEP 3rd - 5th grade teachers will received tailored reading and writing professional development and coaching in order to implement and align core instruction for reading and writing utilizing instructional practices and the TEKS.	Reading Instructional Coach, Learning Model Instructional Coach, and School Administrators	August - November 2018	Pull-Out/ PLC	Title I	\$ 4,500.00	Progress
2	1	CTE-LEP 3rd - 5th grade teachers will implement core reading and writing instruction utilizing best instructional practices.	3rd - 5th Grade Teachers	August 2018 - May 2019		Title I	\$ 8,867.00	Progress
3	1 & 4	CTE-LEP A campus writing plan will be created and implemented that focuses on grammar, mechanics, and the writing process.	Instructional Coaches, 3rd - 5th Grade Teachers, and School Administrators	August 2018 - May 2019	Faculty Mgt/PLC	Title I	\$ 2,000.00	Progress
4	1	CTE-LEP Achieve 300 lessons will compled twice a week with a passing rate of 75% for 3rd - 5th grade students.	3rd - 5th Grade Teachers and computer lab assistants	August 2018 - May 2019		Title I	\$ 11,587.00	Progress
5	1 & 4	CTE-LEP Reading and writing data meetings that focus on monitoring student performance levels for each 3rd - 5th grade student will be implemented to create interventions and acceleration plans.	Instructional Coaches, 3rd - 5th Grade Teachers, Data School Administrators	August 2018 - May 2019	Pull-Out/ PLC	Bilingual	\$ 2,891.00	Progress
6	1	CTE-LEP Reading and writing interventions and accelerations will be implememted for 3rd - 5th grade students via small groups and tutorials.	3rd - 5th grade teachers, teacher assistants, retired/support teachers, instructional coaches, and Clayton Yes program	August 2018 - May 2019		Title I	\$ 64,683.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Pamela Henderson

Leadership Director: Todd Koppes

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>MOY</b>			<b>EOY</b>		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
		The percentage of students tested grade levels performing at approaching, meets, and masters grade level as measured by the STAAR standard in reading will reflect a minimum growth of 10% in approaches and meets, and 6% in masters on cohort performance levels.	58.00%	29.00%	11.00%	63.00%	34.00%
The percentage of students tested grade levels performing at approaching, meets, and masters grade level as measured by the STAAR standard in writing will reflect a minimum percentage score of 24% in approaches, 9% in meets, and 5% in masters.	19.00%	4.00%	0.00%	24%%	9.00%	5.00%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
1 100% of Teacher Participation in Professional Development	3rd - 5th grade teachers will received tailored reading and writing professional development and coaching in order to implement core instruction for reading and writing utilizing instructional practices.	Professional Development Agenda and Sign-In Sheet	On Target			
2 Effective Lesson Delivery of Instruction and Documented Walkthroughs in STRIVE	3rd - 5th grade teachers will implement core reading and writing instruction utilizing best instructional practices.	Increased Reading Levels and Lexile Levels as evidenced by F & P, Achieve 3000, and Smarty Ants. Walkthroughs documented in STRIVE by school administrators.	On Target			
3 Based on progress monitoring, student writing and student work will increase in the performance and mastery levels	A campus writing plan will be created and implemented that focuses on grammar, mechanics, and the writing process.	Analysis of Student Writing Portfolios and Student Work	On Target			
4 Number of Achieve 3000 lessons completed with 75%.	Achieve 300 lessons will completed twice a week with a passing rate of 75% for 3rd - 5th grade students.	Weekly Achieve 3000 Reports that reflect usage and percentage mastery.	Below Target			The percentage of passing is below 75%.

5	Student performance levels will increase as evidenced by progress monitoring of assessments.	Reading and writing data meetings that focus on monitoring student performance levels for each 3rd - 5th grade student will be implemented to create interventions and acceleration plans.	Increased mastery in student performance levels on three week assessments, six weeks assessments, and benchmarks.	Not Started			Interim Assessments will begin the week of October 1, 2018.
6	Intervention and/or Acceleration Plan and Increased student mastery as evidenced in data analysis of assessments	Reading and writing interventions and accelerations will be implemented for 3rd - 5th grade students.	Increased reading and lexiles levels, Increased mastery of student performance levels on assessments, and documented walkthroughs in STRIVE.	On Target			
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Pamela Henderson

## Campus Needs - Student Achievement Action Plan

Leadership Director: Todd Koppes

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	The percentage of students tested grade levels performing at approaching, meets, and masters grade level as measured by the STAAR standard in math will reflect a minimum growth of 10% in approaches and meets, and 6% in masters on cohort performance levels.			57/37/18	67/47/24	EOY
	Goal 2	The percent of students tested grade levels performing at approaches, meets, and masters grade level as measured by the STAAR standard in science will reflect a minimum percentage score of 52% in approaches, 32% in meets, and 7% in masters.			42/12/1	52/32/7	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	CTE-LEP	Teachers will receive math and science professional development and coaching in order to implement core instruction utilizing best practices.	Math Instructional Coach and School Administrators	August - November 2018	Pull-Out/ PLC	Title I	\$ 3,000.00	Achievement
2	CTE-LEP	Teachers will implement math and science core curriculum implementing best instructional practices.	Teachers & School Administrators	August 2018 - May 2019		Title I	\$ 8,867.00	Achievement
3	CTE-LEP	Science lessons will be taught consistently in all grade levels.	Teachers & School Administrators	August 2018 - May 2019	PLC	Local	\$ 2,000.00	Achievement
4	CTE-LEP	Math and science data meetings that focus on monitoring student performance levels for each 3rd - 5th grade student will be implemented to create interventions and acceleration plans.	Instructional Coaches, Teachers, School Administrators, and Data Analyst	August 2018 - May 2019	Pull-Out/ PLC	Title I	\$ 2,000.00	Progress
5	CTE-LEP	Math and science interventions and accelerations will be implemented for students via small groups and tutorials.	Teachers, teacher assistants, retired/support teachers, instructional coaches, and Clayton Yes program	August 2018 - May 2019		Title I	\$ 64,683.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Pamela Henderson

Leadership Director: Todd Koppes

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	The percentage of students tested grade levels performing at approaching, meets, and masters grade level as measured by the STAAR standard in math will reflect a minimum growth of 10% in approaches and meets, and 6% in masters on cohort performance levels.	67/31/14			67/47/24	#VALUE!
	The percentage of students tested grade levels performing at approaches, meets, and masters grade level as measured by the STAAR standard in science will reflect a minimum percentage score of 52% in approaches, 32% in meets, and 7% in masters.	42/12/1			52/32/7	#VALUE!
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
1 100% of Teacher Participation in Professional Development Effective Lesson Delivery of Instruction and Documented	1-() Teachers will receive math and science professional development and coaching in order to implement core instruction utilizing best practices.	Professional Development Agenda and Sign-In Sheet	On Target			
2 Walkthroughs in STRIVE	2-() Teachers will implement math and science core curriculum implementing best instructional practices.	Increased Student Performance as Measured on the NWEA Math Assessment and Documented Walkthroughs on STRIVE	On Target			
3 Master Schedule and Documented Walkthroughs in STRIVE	3-() Science lessons will be taught consistently in all grade levels.	Documented Walkthroughs in STRIVE	On Target			
4 Student performance levels will increase as evidenced by progress monitoring of	4-() Math and science data meetings that focus on monitoring student performance levels for each 3rd - 5th grade student will be implemented to create interventions and acceleration plans.	Increased mastery in student performance levels on three week assessments, six weeks	On Target			



5	Intervention and/or Acceleration Plan and Increased student mastery as evidenced in data analysis of assessments	5-() Math and science interventions and accelerations will be implemented for students.	Increased math and science mastery of student performance levels on assessments, and documented walkthroughs in STRIVE.	On Target			
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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: Pamela Henderson

Leadership Director: Todd Koppes

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 participation in at least 2 campus events will increase from 15% to 30%.	15%	30%	
	Goal 2	The percentage of all eligible students tested in the Fitness Gram each year will increase from 85% to 95%.	85%	95%	
	Goal 3 (Optional)				
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	6	Several parenting classes will be offered the first semester of school.	Parenting Center, Strong Fathers, Clayton Yes, and School Counselors	September 2018 - December 2018		Local	\$ 9,000.00	FAMILY	
2	6	Three school wide activities will be offered for parental participation with attendance incentives.	School Administrators, School Staff, and Clayton Yes Program	Aug. 21, 2018, February 21, 2019, and April 18, 2019	PLC	Local	\$ 4,000.00	FAMILY	
3		Intermediate students will be present at school to participate in the Fitness Grams test.	PE Teachers, School Counselors, and School Administrators	Oct-18				HEALTH	
4		A plan will be developed to administer the Fitness Gram to students who are absent during the Fitness Gram test dates.	PE Teachers and Teacher Assistants	Oct-18	PLC	Local	\$ 500.00	HEALTH	
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

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

**Principal: Pamela Henderson**

**Leadership Director: Todd Koppes**

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>BOY %</b>	<b>MOY %</b>	<b>EOY %</b>	<b>Target %</b>	<b>Difference</b>
	Parent participation in at least 2 campus events will increase from 15% to 30%.	15%			30%	-15.0%
	The percentage of all eligible students tested in the Fitness Gram each year will increase from 85% to 95%.	85%			95%	-10.0%
					0%	
					0%	

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
1 Parent Sign-In Sheets for Parenting Classes and Strong Fathers	Several parenting classes will be offered the first semester of school.	Percentage of Parent Participation Based On Sign-In Sheets	On Target			
2 Parent Sign-In Sheets for Open House, Family Curriculum Night, and Family Fitness Night.	Three school wide activities will be offered for parental participation with attendance incentives.	Percentage of Parent Participation Based On Sign-In Sheets	On Target			
3 Number of students present for the Fitness Gram test.	Intermediate students will be present at school to participate in the Fitness Gram test.	All or Almost All The Intermediate Students Will Complete the Fitness Gram Test	Not Started			Fitness Gram tested will begin in October 2018.
4 Developed Schedule for Teacher Assistant to Assist PE Teachers for Make-Up Fitness Gram Test	A plan will be developed to administer the Fitness Gram to students who are absent during the Fitness Gram test dates.	All or Almost All The Intermediate Students Will Complete the Fitness Gram Test	On Target			The plan has been developed to address absences.
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