

126-East Handley ES

Alleia Hobbs

Dr. Marion Mouton

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 126-East Handley ES

Principal: Alleia Hobbs

Executive Director:

## State Accountability Status

**Met Standard**

### Campus Distinctions

Academic Achievement in Reading/Language Arts

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

*Mission - Our mission is to educate and assist ALL students in realizing their full potential as responsible, productive, contributing members of society.*

### 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> | 67 |
| Domain 2: <b>School Progress</b>     | 82 |
| Domain 3: <b>Closing The Gaps</b>    | 78 |

## SBDM Members

| Name              | Role                     |
|-------------------|--------------------------|
| Katrena Booth     | Additional Appointed Rep |
| Judy Bush         | Campus Non-Tch Prof      |
| Billy Mann        | District-Level Staff     |
| Christine Myers   | Teacher                  |
| Nathan Maxwell    | Teacher                  |
| Porshe' Nickerson | Teacher                  |
| Sydni Dunn        | Teacher                  |
| Beverly Musgrove  | Parent                   |
| Jared Witt        | Community Rep            |
| Diane Clark       | Business Rep             |
|                   | 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:** East Handley ES

**Principal:** Alleia Hobbs

|  |                                     |  |                                 |   |   |                                |  |  |
|--|-------------------------------------|--|---------------------------------|---|---|--------------------------------|--|--|
| <b>Data Sources Used</b><br><br>Make a selection for each by choosing from the | No                                  | Graduation   | No                              | Feeder Pattern Analysis   | No  | 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  | 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.                                  | Increased H population/DLE class; increase in SPED population                  | 1.                              | Supplemental resources and materials to address special populations and subgroups - access to Spanish resources | <b>1. Decrease achievement gap between subgroups and special populations.</b><br><br><b>2. Increase equitable access to Spanish and English resources to all students</b><br><br><b>3. Address social/emotional support for students experiencing trauma</b><br><b>4. Increase family and community involvement in school events.</b> |                                |  |  |
|  | 2.                                  | Decreased suspensions; implementation of PBIS and Campus-wide recognitions     | 2.                              | Communities in School and other social/emotional support services through outside providers to support.         |   |                                |  |  |
|  |                                     |  | 3.                              |   |   |                                |  |  |
|  |                                     |  |                                 |   |   |                                |  |  |
| <b>Student Achievement</b>   | 1.                                  | Grades 3 and 5 increases in reading and math                                   | 1.                              | Strategies, professional development, and push-in/pullout support for grade 4 writing                           |   |                                |  |  |
|  | 2.                                  | Increases in grade 5 science   | 2.                              | Professional development for teachers and staff   |   |                                |  |  |
|  |                                     |  |                                 |   |   |                                |  |  |
|  |                                     |  |                                 |   |   |                                |  |  |
| <b>School Culture and Climate</b>  | 1.                                  | Implementation of school-wide behavior plan, including common expectations and | 1.                              | Incentives and rewards for students   |   |                                |  |  |

|  |   |   |
|--|---|---|
|  | 2. Offered opportunities for family and community involvement and engagement          | 2. Support through outside agencies such as Santa Fe Youth Program and Museum of Science and History  |
|  |   |   |
| <b>Staff Quality/<br/>Professional<br/>Development</b> | 1. Professional development opportunities are relevant and timely                     | 1. Mentor/mentee/PLC planning time  |
|  | 2. Grade level and content PLCs   | 2. Professional development - in-district   |
|  |   |   |
| <b>Curriculum,<br/>Instruction, and<br/>Assessment</b> | 1. Structured instructional model has provided a consistent lesson structure that is  | 1. Common instructional practices across grade levels and content areas to provide more structure and |
|  | 2. Grade Level and Content PLCS are focused on data, instruction, and best practices. | 2. Close gap in student learning by offering targeted intensive learning for gaps and basic skills.   |
|  | 3. Growth in student lexiles across grade levels as reported by Achieve3000           | 3. Scheduled opportunities for teachers to interact with new technologies to enhance instruction.     |
| <b>Family and<br/>Community<br/>Involvement</b>        | 1. Partnerships support family engagement   | 1. Increase attendance by offering various incentives   |
|  | 2. Family Museum Night and Santa Fe Youth Family Series                               | 2. Transportation and child care for engagement events  |
|  |   |   |
| <b>School Context<br/>and<br/>Organization</b>         | 1. CIS social worker supports   | 1. Snacks for student meetings after  |
|  | 2. JOI Club for leadership/   | 2. Student leadership development   |
|  | 3. Title I support teachers and   | 3. Title I TA and tutors  |

|                       |                                   |            |            |                  |                              |                          |                |              |
|-----------------------|-----------------------------------|------------|------------|------------------|------------------------------|--------------------------|----------------|--------------|
|                       | 126-East Handley ES               |            |            |                  |                              |                          |                |              |
| <b>Budget Summary</b> | <b>Local</b><br>(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> |
|                       | \$ 24,362                         | \$ 4,044   |            | \$ 838           | \$ 151                       | \$ 3,196                 | \$ 113,664     | 146,255      |

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

**Budget Summary**

Principal: Alleia Hobbs

Leadership Director:

**Summary by Fund Source**

| Fund Source                             | Local<br>Basic Allotment | SCE<br>State Compensatory<br>Education | CTE         | Bilingual   | Gifted & Talented | Special Education | Title I           | GRAND TOTAL<br>budgeted in CEIP |
|---|--------------------------|--|-------------|-------------|-------------------|-------------------|-------------------|---------------------------------|
| Student Outcome Goals                   | 2,240                    | 0                                      | 0           | 0           | 0                 | 0                 | 44,000            | \$ 46,240                       |
| Campus Needs - Student Achievement      | 9,539                    | 0                                      | 0           | 0           | 0                 | 0                 | 27,500            | \$ 37,039                       |
| Campus Needs                            | 2,500                    | 0                                      | 0           | 0           | 0                 | 0                 | 40,150            | \$ 42,650                       |
| Parent/Family Engagement Health Related | 3,750                    | 0                                      | 0           | 0           | 0                 | 0                 | 1,750             | \$ 5,500                        |
| <b>TOTAL</b>                            | <b>\$ 18,029</b>         | <b>\$ -</b>                            | <b>\$ -</b> | <b>\$ -</b> | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ 113,400</b> | <b>\$ 131,429</b>               |
| <b>Allocations</b>                      | <b>24,362</b>            | <b>4,044</b>                           | <b>-</b>    | <b>838</b>  | <b>151</b>        | <b>3,196</b>      | <b>113,664</b>    | 146,255                         |
| <b>Percent Budgeted</b>                 | 74%                      | 0%                                     | NA          | 0%          | 0%                | 0%                | 100%              | 90%                             |

| 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       |         |                   |           |            |      |                | 525   |

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Student Outcome Goals Action Plan

Principal: Alleia Hobbs

Leadership Director:

|  |                    |   |
|--|--------------------|---|
| <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)  | <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 | 61%              | 64%                |
| 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            | 0%   | 85%              | EOY                |
| 1.2a   | Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from                               | 26%  | 85%              | EOY                |
| 1.2b   | Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from                                     | 44%  | 85%              | 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 |  |                  | EOY                |

| Title I Components | PBMAS | Alignment  | Expectations                |          |                 |               |              | Focus              |
|--------------------|-------|--|-----------------------------|----------|-----------------|---------------|--------------|--------------------|
|                    |       | Implementation Action Steps (Target Element Strategies)  | Person(s) Responsible       | Timeline | PD Code         | Budget Source | Amnt         |                    |
| 1,2,9              |       | Utilize Title I teacher assistant for pushin and pullout support for students in grades 1-5.   | Admin, Teachers, Title I TA | Ongoing  |                 | Title I       | \$ 22,000.00 | Closing Gaps       |
| 1,2,9,10           | LEP   | Monitor Achieve 3000 KidBiz lesson completion and 75% correct expectations of students in grades 1-5.  | Admin, Teachers             | Ongoing  |                 |               |              | Achievement        |
| 1,2,9,10           | SPED  | Monitor Smarty Ants lesson number progression of students in grades K-2.   | Admin, Teachers             | Ongoing  |                 |               |              | Progress           |
| 1,2,3,4,9          |       | Provide best practices professional development for teachers in grades K-5; STAAR professional development for teachers in grades 3-5.                   | Admin, Coach                | Sept-Dec | Saturday/PLC    | Title I       | \$ 2,500.00  | Tchr/Staff Quality |
| 1,2,3,4,8,9,10     |       | Provide professional development for teachers in Smarty Ants and A3000 KidBiz usage.   | Admin, Coach                | Aug-Oct  | Faculty Mgt/PLC |               |              | Tchr/Staff Quality |
| 1,2,8,9            |       | Develop data tracking systems for students and teachers to monitor guided reading levels and Lexile points progression.                                  | Admin, Teachers             | Sept-Oct |                 |               |              | Progress           |
| 1,9                |       | Provide tutoring for students struggling to meet reading level and Lexile targets.   | Teachers                    | Oct-Apr  | After Sch       | Title I       | \$ 2,500.00  | Achievement        |
| 1,3,9,10           | SPED  | Identify and screen students for characteristics of dyslexia and/or special education in the first semester for grades 2-5; second semester for grade 1. | Admin, Counselor, Teachers  | Sept-Apr |                 |               |              | Closing Gaps       |

|    |              |      |   |                  |          |  |         |              |                    |
|----|--------------|------|---|------------------|----------|--|---------|--------------|--------------------|
| 9  | 1,6,9,10     |      | Encourage students and parents to complete A3000 Smarty Ants and KidBiz lessons at home for extra practice by sending home Parent Letter. | Admin, Teachers  | Sept-Oct |  |         |              | Achievement        |
| 10 | 1,2,5,4,9,10 | SPED | Purchase materials and supplies for tutoring, classroom instructional support, and professional development.                              | Admin            | Sept-Dec |  | Title I | \$ 10,000.00 | Closing Gaps       |
| 11 | 1,6,7,10     | LEP  | Purchase diverse reading materials for dual language classes and other special populations.   | Admin, Librarian | Sept-Dec |  | Title I | \$ 3,000.00  | Achievement        |
| 12 | 1,4,         |      | Provide funding for administrators and librarian professional development.  | Admin, Librarian | Feb      |  | Title I | \$ 1,500.00  | Tchr/Staff Quality |
| 13 | 1,4          |      | Provide funding for sub for librarian to attend professional conference.  | Admin, Librarian | Feb      |  | Local   | \$ 240.00    | Tchr/Staff Quality |
| 14 | 1,2,9        |      | Purchase online, supplemental subscriptions and technology hardware.  | Admin            | Sept-Jan |  | Title I | \$ 2,500.00  | Closing Gaps       |
| 15 | 1,2,9        |      | Provide supplemental curriculum materials   | Admin            | Sept-Jan |  | Local   | \$ 2,000.00  | Closing Gaps       |
|    | 1,2,9,10     |      | Provide supplemental curriculum materials   |                  |          |  |         |              |                    |

**2018-19 Schoolwide Programs: Campus Improvement Plan**  
**Principal: Alleia Hobbs**

**Student Outcome Goals Progress Monitoring**  
**Leadership Director:**

|                    |   |
|--------------------|---|
| <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) |
|--------------------|---|

| <b>Focus</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 61 to 64 percent. | <b>BOY %</b> | <b>MOY %</b> | <b>EOY %</b> | <b>Target %</b> | <b>Difference</b> |
|--|--|--------------|--------------|--------------|-----------------|-------------------|
| <b>SMART Goal (Target Element Systems)</b> | Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool                                      | <b>47.0%</b> |              |              | 85%             | -38.0%            |
|  | Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading   |              |              |              | 85%             |                   |
|  | Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading                           |              |              |              | 0%              |                   |

|    | Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies)  | Implementation Evidence                            | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|----|------------------------------|---|--|------------|------------|------------|----------------------------|
| 1  | A3000                        | 6-(Progress) Develop data tracking systems for students and teachers to monitor guided reading levels and Lexile points progression.                          | Data tracking spreadsheets; BOY 1L                 |            |            |            |                            |
| 2  | Exit Tickets; Teacher Survey | 4-(Tchr/Staff Quality) Provide best practices professional development for teachers in grades K-5; STAAR professional development for teachers in grades 3-5. | Agendas; PD Plan                                   |            |            |            |                            |
| 3  | A3000                        | 2-(Achievement) Monitor Achieve 3000 KidBiz lesson completion and 75% correct expectations of students in grades 1-5.   | A3000 Reports; Data tracking spreadsheets; BOY 44% |            |            |            |                            |
| 4  | A3000                        | 3-(Progress) Monitor Smarty Ants lesson number progression of students in grades K-2.   | A3000 Reports;                                     |            |            |            |                            |
| 5  | A3000                        | 7-(Achievement) Provide tutoring for students struggling to meet reading level and Lexile targets.  | Tutorial list in OneDrive                          |            |            |            |                            |
| 6  |                              | Progress Measure 1.2a students will complete 2 lessons weekly on FWISD progress monitoring system.  | 0.97   |            |            |            |                            |
| 7  |                              |   |  |            |            |            |                            |
| 8  |                              |   |  |            |            |            |                            |
| 9  |                              |   |  |            |            |            |                            |
| 10 |                              |   |  |            |            |            |                            |
| 11 |                              |   |  |            |            |            |                            |
| 12 |                              |   |  |            |            |            |                            |
| 13 |                              |   |  |            |            |            |                            |
| 14 |                              |   |  |            |            |            |                            |
| 15 |                              |   |  |            |            |            |                            |

# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Alleia Hobbs

## Campus Needs - Student Achievement Action Plan

Leadership Director:

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

| Focus                              | 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 |
| SMART Goal<br>Campus<br>Priorities | Goal 1  | Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by at least 5% at Approaches and 3% at Meets and | 35.00%         | 12.00%            | 6.00%                  | 40.00%       | 15.00%            | 9.00%                  |
|                                    | Goal 2  | Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase by at least 5% Approaches and 3% at Meets/Masters.     | 63.00%         | 32.00%            | 12.00%                 | 66.00%       | 35.00%            | 15.00%                 |
|                                    | 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                  | 1,9       | Provide tutorial support for struggling students.   | Admin, Teachers       | Oct-Apr  |               | Title I       | \$ 2,500.00  | Closing Gaps          |
| 2                  | 1,9       | LEP Hire and schedule tutors and Title I TA for pushin and pullout support.                     | Admin, Teachers       | Oct-Dec  |               | Title I       | \$ 5,000.00  | Progress              |
| 3                  | 1,3,4,5,9 | Provide professional development for teachers in best practices of writing and math instruction | Admin, Teachers       | Ongoing  | Saturday/ PLC | Title I       | \$ 3,500.00  | Tchr/Staff Quality    |
| 4                  | 1,2,9     | Provide supplemental curriculum materials for assessment preparation.                           | Admin, Teachers       | Oct-Jan  |               | Title I       | \$ 15,000.00 | Closing Gaps          |
| 5                  | 1,9       | SPED Provide technology for special populations.  | Admin, Teachers       | Ongoing  |               | Local         | \$ 2,679.00  | Closing Gaps          |
| 6                  | 1,9       | SPED Provide supplemental supplies and materials for special populations.                       | Admin, Teachers       | Ongoing  |               | Local         | \$ 5,160.00  | Closing Gaps          |
| 7                  | 1,2,4,10  | Provide funding for administrators to attend content professional development                   | Admin                 | Ongoing  |               | Local         | \$ 700.00    | Tchr/Staff Quality    |
| 8                  | 1,2,9     | Develop monitoring schedule for writing across the content areas.                               | Admin, Teachers       | Nov      |               |               |              | Progress              |
| 9                  | 1,2,9     | Develop data tracking systems of campus and district assessments for math and writing.          | Admin, Teachers       | Nov      |               |               |              | Progress              |
| 10                 | 1,2,9     | Purchase supplemental, online support materials including curriculum and technology hardware.   | Admin, Teachers       | Sept-Jan |               | Title I       | \$ 1,500.00  | Progress              |
| 11                 | 1,9       | Provide snacks for students attending tutorials   | Admin, Teachers       | Oct-Apr  |               | Local         | \$ 1,000.00  | Closing Gaps          |
| 12                 |           |   |                       |          |               |               |              |                       |
| 13                 |           |   |                       |          |               |               |              |                       |
| 14                 |           |   |                       |          |               |               |              |                       |
| 15                 |           |   |                       |          |               |               |              |                       |



2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Alleia Hobbs

Leadership Director:

|                    |   |
|--------------------|---|
| <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<br>SMART Goal<br>(Target Element)   | Progress Monitoring (Target Element Systems)   | MOY        |                   |                        | EOY        |                   |                        |
|---|--|------------|-------------------|------------------------|------------|-------------------|------------------------|
|   |  | Approaches | Meets or Expected | Masters or Accelerated | Approaches | Meets or Expected | Masters or Accelerated |
|   | Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by at least 5% at Approaches and 3% at Meets and Masters. | 37.00%     | 13.00%            | 7.00%                  | 40.00%     | 15.00%            | 9.00%                  |
| Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase by at least 5% Approaches and 3% at Meets/Masters. | 64.00%   | 33.00%     | 11.00%            | 66.00%                 | 35.00%     | 15.00%            |                        |
|   |  |            |                   |                        |            |                   |                        |
|   |  |            |                   |                        |            |                   |                        |

| Action Step<br>Progress Measure | Implementation Action Steps - Progress (Target Element Strategies)                                | Implementation Evidence       | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|---------------------------------|---|-------------------------------|------------|------------|------------|----------------------------|
| 1 A3000                         | 1-Provide tutorial support for struggling students.   | Tutorial List in OneDrive     |            |            |            |                            |
| 2 Exit Tickets;Surveys          | 3-Provide professional development for teachers in best practices of writing and math instruction | Agendas; PD Plan              |            |            |            |                            |
| 3 IPC                           | 8-Develop monitoring schedule for writing across the content areas.                               | IPC; Long-range plan;schedule |            |            |            |                            |
| 4 Data Spreadsheets             | 9-Develop data tracking systems of campus and district assessments for math and writing.          | Data spreadsheets             |            |            |            |                            |
| 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: Alleia Hobbs

Leadership Director:

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

| Focus<br>SMART Goal<br>Campus<br>Priorities | Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z) |  |  | Baseline (BOY) | to Target | by Deadline |     |
|---|--|--|--|----------------|-----------|-------------|-----|
|   | Goal 1   | PBIS - Enrollment percentage gap for unduplicated count of students referred as documented in FWISD Cycle Reports for African American males will decrease by at least 10% (from 23% to 13% or lower). |  |                | 23%       | 13%         | EOY |
|   | Goal 2   |  |  |                |           |             | EOY |
|   | Goal 3   |  |  |                |           |             | EOY |
|   | Goal 4   |  |  |                |           |             | EOY |

| Title I<br>Components | PBMAS    | Alignment   |                       | Expectations |         |               |              | Focus               |
|-----------------------|----------|---|-----------------------|--------------|---------|---------------|--------------|---------------------|
|                       |          | Implementation Action Steps (Target Element Strategies)   | Person(s) Responsible | Timeline     | PD Code | Budget Source | Amnt         |                     |
| 1                     | 1,2,9    | Provide Communities in Schools funding of social worker to address social/emotional support and services to students and families | Admin, CIS, Counselor | Ongoing      |         | Title I       | \$ 40,000.00 | Closing Gaps        |
| 2                     | 1,2,9,10 | Purchase incentives for students exhibiting positive behavior.  | Admin                 | Ongoing      |         | Title I       |              | Culture and Climate |
| 3                     | 1,4      | Fund professional development for counselor in PBIS strategies  | Admin, Counselor      | Jan          |         | Title I       | \$ 150.00    | Tchr/Staff Quality  |
| 4                     | 1,2,9,10 | Schedule PBIS team meetings at least every six weeks.   | AP                    | Ongoing      |         |               |              | Culture and Climate |
| 5                     |          | Provide technology for CIS social worker caseload management  | Admin                 | Oct          |         | Local         | \$ 2,500.00  | Tchr/Staff Quality  |
| 6                     |          |   |                       |              |         |               |              |                     |
| 7                     |          |   |                       |              |         |               |              |                     |
| 8                     |          |   |                       |              |         |               |              |                     |
| 9                     |          |   |                       |              |         |               |              |                     |
| 10                    |          |   |                       |              |         |               |              |                     |
| 11                    |          |   |                       |              |         |               |              |                     |
| 12                    |          |   |                       |              |         |               |              |                     |
| 13                    |          |   |                       |              |         |               |              |                     |
| 14                    |          |   |                       |              |         |               |              |                     |
| 15                    |          |   |                       |              |         |               |              |                     |

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Alleia Hobbs

Leadership Director:

|                    |   |
|--------------------|---|
| <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) |
|--------------------|---|

| <b>Focus<br/>SMART Goal<br/>(Target<br/>Element)</b> | <b>Progress Monitoring (Target Element Systems)</b>  | <b>BOY %</b> | <b>MOY %</b> | <b>EOY %</b> | <b>Target %</b> | <b>Difference</b> |
|--|--|--------------|--------------|--------------|-----------------|-------------------|
|  | PBIS - Enrollment percentage gap for unduplicated count of students referred as documented in FWISD Cycle Reports for African American males will decrease by at least 10% (from 23% to 13% or lower). | 23%          |              |              | 13%             | 10.0%             |
|  |  |              |              |              | 0%              |                   |
|  |  |              |              |              | 0%              |                   |

| <b>Action Step<br/>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 Completed Contract; Board Items       | 1-(Closing Gaps) Provide Communities in Schools funding of social worker to address social/emotional support and services to students and families | Contract                          |                   |                   |                   |                                   |
| 2 Cycle Reports                         | 2-(Culture and Climate) Purchase incentives for students exhibiting positive behavior.   | POs; Cycle Reports                |                   |                   |                   |                                   |
| 3 Cycle Reports                         | 3-(Tchr/Staff Quality) Fund professional development for counselor in PBIS strategies  | PO; 905 , Agenda                  |                   |                   |                   |                                   |
| 4 Cycle Reports                         | 4-(Culture and Climate) Schedule PBIS team meetings at least every six weeks.  | Agendas, sign-in sheets, schedule |                   |                   |                   |                                   |
| 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: Alleia Hobbs

Leadership Director:

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

| Focus<br>SMART<br>Goal | REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL |  | Baseline<br>(BOY) | to Target | by Deadline |
|------------------------|---|--|-------------------|-----------|-------------|
|                        | REQUIRED ONE HEALTH RELATED GOAL              |  |                   |           |             |
|                        | Goal 1  | Parent/family participation in at least 1 campus-based organization will increase from 4% to 10%.  | 4%                | 10%       | EOY         |
|                        | Goal 2  | Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from 0% to 75%. | 0%                | 75%       | EOY         |
| Goal 3<br>(Optional)   |   |  |                   |           |             |
| Goal 4<br>(Optional)   |   |  |                   |           |             |

| Title I<br>Component | PBMAS  | Alignment   |  | Expectations         |          |               |         |             |        |
|----------------------|--------|---|--|----------------------|----------|---------------|---------|-------------|--------|
|                      |        | Implementation Action Steps (Target Element Strategies) | Person(s) Responsible  | Timeline             | PD Code  | Budget Source | Amnt    | Focus       |        |
| 1                    | 1,6    | SPED  | Provide funding for Family Museum Night  | Admin, Teachers      | Sept-Dec |               | Title I | \$ 750.00   | FAMILY |
| 2                    | 1,6    | LEP   | Provide transportation for Family Museum Night   | Admin, Teachers      | Sept-Dec |               | Local   | \$ 250.00   | FAMILY |
| 3                    | 1,6,   |   | Schedule monthly parent engagement events to include parent education topics and provide supplies, materials, and snacks | Admin, Counslor, CIS | Ongoing  |               | Title I | \$ 1,000.00 | FAMILY |
| 4                    | 1,3,10 |   | Assign LWC Duties and activities   | Admin, LWC           | Aug      |               | Other   | \$ 500.00   | HEALTH |
| 5                    | 1,6,10 |   | Schedule Walking School Bus Events   | Admin, LWC           | Sept-Dec |               |         |             | HEALTH |
| 6                    | 1,6    | LEP   | Monitor parent attendance through sign-in sheets   | Admin, Teacherss     | Ongoing  |               |         |             | FAMILY |
| 7                    | 1,10   |   | Monitor LWC duties and SWAT Team attendance, agenda items  | Admin, LWC           | Ongoing  |               |         |             | HEALTH |
| 8                    | 6      |   | Provide PTA incentive for joining.   | Admin, PTA           | Sept-Dec |               | Other   | \$ 25.00    | FAMILY |
| 9                    | 1,6,10 |   | Principal will attend Region XI Focus conference session targeting family engagement                                     | Principal            | July     |               |         |             | FAMILY |
| 10                   | 1,6    |   | Provide extra duty for office staff to assist with parent/community engagement events after hours.                       | Admin                | Ongoing  |               | Local   | \$ 2,000.00 | FAMILY |
| 11                   | 1,6,10 |   | Provide extra duty for office staff to assist with wellness events after hours.  | Admin                | Ongoing  |               | Local   | \$ 1,000.00 | HEALTH |
| 12                   | 1,6    |   | Provide security services for parent/family events after hours.  | Admin                | Ongoing  |               | Local   | \$ 500.00   | FAMILY |
| 13                   |        |   |  |                      |          |               |         |             |        |
| 14                   |        |   |  |                      |          |               |         |             |        |
| 15                   |        |   |  |                      |          |               |         |             |        |
| 16                   |        |   |  |                      |          |               |         |             |        |
| 17                   |        |   |  |                      |          |               |         |             |        |
| 18                   |        |   |  |                      |          |               |         |             |        |

|    |  |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|--|
| 19 |  |  |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  |  |

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

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

**Principal: Alleia Hobbs**

**Leadership Director:**

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

| Focus<br>SMART<br>Goal<br>(Target<br>Element) | Progress Monitoring (Target Element Systems)   | BOY % | MOY % | EOY % | Target % | Difference |
|---|--|-------|-------|-------|----------|------------|
|   | Parent/family participation in at least 1 campus-based organization will increase from 4% to 10%.  | 4.0%  |       |       | 10%      | -6.0%      |
|   | Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from 0% to 75%. | 0.0%  |       |       | 75%      | -75.0%     |
|   |  |       |       |       | 0%       |            |
|   |  |       |       |       | 0%       |            |

| Action Step<br>Progress Measure | Implementation Action Steps - Progress (Target Element Strategies)   | Implementation Evidence                        | BOY Status | MOY Status | EOY Status | Reflections/Feedback (+/Δ) |
|---------------------------------|--|--|------------|------------|------------|----------------------------|
| 1 Sign-in Sheets                | 3-Schedule monthly parent engagement events to include parent education topics and provide supplies, materials, and snacks | Focus Calendar;flyers; agendas; sign-in sheets |            |            |            |                            |
| 2 # of Completed Events         | Assign LWC Duties and Activities   | Designation Form                               |            |            |            |                            |
| 3 Sign-in sheets                | Monitor parent attendance through sign-in sheets   | Sign-in Sheets                                 |            |            |            |                            |
| 4 # of Completed Activities     | Monitor LWC duties and SWAT Team attendance, agenda items  | Agendas; sign-in sheets                        |            |            |            |                            |
| 5 Parent Link; Weekly Mail      | Principal will attend Region XI Focus conference session targeting family engagement                                       | Certificate of Completion                      | Completed  |            |            |                            |
| 6                               |  |  |            |            |            |                            |
| 7                               |  |  |            |            |            |                            |
| 8                               |  |  |            |            |            |                            |
| 9                               |  |  |            |            |            |                            |
| 10                              |  |  |            |            |            |                            |
| 11                              |  |  |            |            |            |                            |
| 12                              |  |  |            |            |            |                            |
| 13                              |  |  |            |            |            |                            |
| 14                              |  |  |            |            |            |                            |
| 15                              |  |  |            |            |            |                            |
| 16                              |  |  |            |            |            |                            |
| 17                              |  |  |            |            |            |                            |
| 18                              |  |  |            |            |            |                            |
| 19                              |  |  |            |            |            |                            |



20

