

134-Greenbriar ES

Nicole Montalvo

Hilda Caballero

2018-19 Schoolwide Programs: Campus Improvement Plan

134-Greenbriar ES

Principal: Nicole Montalvo

Executive Director: Hilda Caballero

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

Provide all students with the support they need to achieve personal success in the pursuit of lifelong learning.

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

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

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

YES Priority / Turnaround Plans

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

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

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	58
Domain 2: School Progress	62
Domain 3: Closing The Gaps	63

SBDM Members

Name	Role
Angela Jenkins	Dist Emp Relations Council Rep
Martha Sanchez	Teacher
Erica Davis	Teacher
Laurie Harrison	Teacher
Bill Boyd	Community Rep
Kyle Rowe	Business Rep
Rachel Eubanks	Community Rep
Sandra Medina	Business Rep
Charlece Thomas-James	District-Level Staff
Nicole Montalvo	Campus Non-Tch Prof
Michelle O'Donnell	Campus Non-Tch Prof
Kearstyn Trevino	Parent
Shameka Brown	Parent
Oscar B. Counts Jr.	Parent
	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: Greenbriar Elementary

Principal: Nicole Montalvo

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	No	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	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
Area Reviewed	Summary of Strengths What were the identified strengths?		Summary of Needs What were the identified needs?		Priorities What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	Diverse groups of Teachers to meet the cultural needs of students	1.	Lack of parental support affects students' academic achievement	1.	Students entering each grade level with the appropriate prerequisite skills
	2.	High attendance rates for African American and Hispanic students	2.	Students high mobility rate impacts long-term planning	2.	Students demonstrate self-regulation, appropriate social skills, and conflict resolution
			3.	Students' unmet social-emotional needs negatively impact behavior and student achievement	3.	Reduce the achievement gap between African American and Hispanic students
Student Achievement	1.	School wide average Lexile growth from BOY-MOY is 93 points	1.	School wide Reading Lexile Level average is approaching grade level		
	2.	Steady growth in school wide Math from 2015-2017	2.	School wide Math performance is below national norm levels		
			3.	Low performance in 4th grade Writing creates a safeguard		
School Culture and Climate	1.	Great Customer Service in the office.	1.	Shared responsibility of all students on campus		

	2. Social Committee creates a sense of togetherness amongst the staff	2. Seek feedback from parents and students on the school culture and their experiences
	3. Restorative Practices has increased positive Teacher-to-Student and Student-to-Student Relationships.	
Staff Quality/ Professional Development	1. Campus wide Lesson Planning format	1. Specialized content training for teachers
	2. PLCs where teachers share their best practices and analyze student work	2. Increased use of technology to enhance instruction
	3. Teachers take on leadership role in PLCs	3. Decreased teacher turn-over
Curriculum, Instruction, and Assessment	1. Instructional alignment with the TEKS through the use of a	1. Consistent implementation of Campus Wide Problem Solving Model
	2. Use of 5E Model in Science lessons enables engaging hands-on instruction	2. Common assessments to accurately monitor student progress and frequent use of data to adjust instruction
		3. Anticipate possible misconceptions within a lesson
Family and Community Involvement	1. Collaboration for planning and implementation of Family Academic Nights aligned to the TEKS	1. More tools for crisis management and family support
	2. Donations from various community organizations to support the academic and basic needs of our students	2. Consistent and timely academic feedback to parents and students
	3. School wide use of Class Dojo messaging app	3. More parent/teacher involvement in PTA
School Context and Organization	1. Strong group of PTA Officers	1. Inadequate outlets for students' sensory needs
	2. Creation of The Strategists, teacher advisory team	2. Need for consistent teacher performance for the RtI process

	3. Student support through informal Lunch Groups with the Counselor		
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	→ 134-Greenbriar ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 28,717	\$ 14,500		\$ 1,421	\$ 230	\$ 3,288	\$ 165,548	213,704

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Nicole Montalvo

Leadership Director: Hilda Caballero

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	6,567	11,500	0	0	0	3,288	5,500	\$ 26,855
Campus Needs - Student Achievement	17,150	0	0	1,421	231	0	149,180	\$ 167,982
Campus Needs	3,000	3,000	0	0	0	0	0	\$ 6,000
Parent/Family Engagement Health Related	2,000	0	0	0	0	0	10,868	\$ 12,868
TOTAL	\$ 28,717	\$ 14,500	\$ -	\$ 1,421	\$ 231	\$ 3,288	\$ 165,548	\$ 213,705
Allocations	28,717	14,500	-	1,421	230	3,288	165,548	213,704
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							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Nicole Montalvo

Leadership Director: Hilda Caballero

Fort Worth ISD Student Outcome Goal Alignment	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.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	65%	75%
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	61%	75%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	10%	75%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	72%	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	
3		Set-up itsLearning for Lesson Plan collection, and provide weekly feedback to Teachers	Administrators	8/17/2018				
		Perform weekly walk-through visits to monitor instruction (including Achieve 3000) and periodically meet for Face-to-Face conferences to provide feedback.	Administrators	Ongoing		SCE	\$ 4,500.00	
		Provide campus wide Fountas and Pinnell training.	Alexander/Apodaca	8/13/2018	Faculty Mgt	Local	\$ 1,000.00	
1		Fountas and Pinnell testing grades 1 & 2 as well as students reading below level in Achieve 3000 for grades 3-5 (BOY, MOY, EOY).	K-5 Literacy Teachers	Ongoing		SCE	\$ 3,000.00	
		100% of RP Kindergarten students will pass the Neuhaus Initial Readiness Matetry Check.	RP Kindegarten Teachers	Jun-19		SCE	\$ 1,000.00	
		100% of RP 1st grade students will pass the Neuhaus Advanced Readiness Matetry Checks 1 & 2.	RP 1st Grade Teachers	Jun-19		SCE	\$ 1,000.00	
	SPED	Tier 3 Reading students in grades 2-5 will receive SGGR 3 times per week.	Teachers/Literacy Coach	Ongoing		SPED	\$ 3,288.00	
1 & 6		Achieve 3000 and Smarty Ants scores will be sent to parents each 6 weeks.	Teachers	Ongoing		Local	\$ 1,000.00	
		Conduct Learning-Walk to gather information on SGGR implementation to inform PD.	Literacy Coach/Administration	10/3/2018				

10	4	Literacy Coach will provide PD on SGGR, and provide feedback and coaching in the classroom.	Literacy Coach	12/1/2018	Faculty Mgt/PLC	Local	\$ 4,567.00	
11		Campus wide AR Program to enhance reading engegement.	Teachers/Librarian	Ongoing		Title I	\$ 5,500.00	
12		Coach teams of 3rd-5th grade students for the Battle of the Books.	Teachers/Librarian	Ongoing		SCE	\$ 2,000.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Nicole Montalvo

Student Outcome Goals Progress Monitoring

Leadership Director: Hilda Caballero

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 65 to 75 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		61.0%			75%	-14.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		10.0%			75%	-65.0%
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 Set up ItsLearning Lesson Plan Folder, Strive Feedback	1-() Set-up itsLearning for Lesson Plan collection, and provide weekly feedback to Teachers	80% of classrooms will have an increase of student engagement				
2 Weekly Walk-throughs and periodic Face-to-Face Conferences F&P Data Results	13-() Perform weekly walk-through visits to monitor instruction (including Achieve 3000) and periodically meet for Face-to-Face conferences to provide feedback.	Strive Walk-through report, Face-to-Face Conferences				
3	3-() Provide campus wide Fountas and Pinnell training.	100% of Tier 3 students assessed every 6 weeks will show gains				
4 1st & 2nd schedules will reflect times for Neuhaus	4-() 100% of RP 1st grade students will pass the Neuhaus Advanced Readiness Matetry Checks 1 & 2.	Neuhaus ARMC 1&2 Assessment Data				
5 Kinder schedules will reflect times for Neuhaus	5-() 100% of RP Kindergarten students will pass the Neuhaus Initial Readiness Matetry Check.	Neuhaus IRMC Assessment Data				
6 Students moving Placement Categories according to Achieve	7-() Tier 3 Reading students in grades 2-5 will receive SGGR 3 times per week.	80% of 2nd and 3rd grade students will increase 1 Placement Category by EOY				
7 Achieve and SA scores sent out with Report Cards	12-() Achieve 3000 and Smarty Ants scores will be sent to parents each 6 weeks.	100% participation from Teachers in Pre-K - 5th grade				
8 Learning Walk Feedback Letter	9-() Conduct Learning-Walk to gather information on SGGR implementation to inform PD.	70% of students will have gains in reading levels				
9 Coaching Log	10-() Literacy Coach will provide PD on SGGR, and provide feedback and coaching in the classroom.	70% of students will have gains in reading levels				
10 Campus wide AR Usage	11-() Campus wide AR Program to enhance reading engegement.	70% of students will have gains in reading levels				
11 Campus wide Battle of the Books Competition	13-() Coach teams of 3rd-5th grade students for the Battle of the Books.	70% of students will have gains in reading levels				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Nicole Montalvo

Campus Needs - Student Achievement Action Plan

Leadership Director: Hilda Caballero

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	4th grade students will increase their performance on the Writing STAAR from Approaches (29% to 60%), Meets(13% to 18%), and Masters(1%-6%).		29.00%	13.00%	1.00%	60.00%	18.00%	6.00%
Goal 2	5th grade students will increase their performance on the Science STAAR from Approaches (53% to 70%), Meets (19% to 25%), and Masters (8% to 13%).		53.00%	19.00%	8.00%	70.00%	25.00%	13.00%
Goal 3	3rd-5th grade students will increase their performance on the Math STAAR from Approaches (66% to 75%), Meets (30% to 35%), and Masters (11% to 16%).		66.00%	30.00%	11.00%	75.00%	35.00%	16.00%
Goal 4								

		Alignment	Expectations					Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Each 6 Weeks teachers will rate a sample of each student's writing with a	Teachers	Ongoing		GT	\$ 231.00	
2		Writing Folder Checks will take place each 6 weeks.	Teachers/ Literacy Coach/ Administration	Ongoing				
3		Provide Professional Development on Writing Folder Guidelines, assessing with rubrics, and conducting Writing Conferences.	Teachers/ Literacy Coach	Ongoing	Faculty Mgt	Local	\$ 4,150.00	
4		Prioritizing TEKS which require more emphasis based on historical and cohort data	Teachers/Data Analyst/Administrators	9/13/2018	PLC	Local	\$ 5,000.00	
5		Create a campus wide data tracking system with common sets of data per grade level, which is updated every 6 weeks.	Data Analyst/Teachers	10/8/2018		Title I	\$ 73,145.00	
6		3rd-5th grade teachers will foster a growth mindset in their students as they hold individual student data conferences.	Teachers	Ongoing		Title I	\$ 4,484.00	
7		Utilizing the Teaching Trust model, 4th Grade Teachers will create Math and Reading IPCs for each 6 weeks based on priority TEKS.	Teaching Trust Teachers	Ongoing		Local	\$ 8,000.00	
8	LEP	4th Grade Teachers will conduct monthly Data Meetings on priority TEKS, create reteach plans, and implement these plans in their future instruction; using the model designed by Paul Bambrick-Santoyo.	4th Grade Teachers/Administration/ Data Analyst	Monthly	PLC	Bilingual	\$ 1,421.00	
9		Title I Science Teacher will set-up school wide Science journals, co-teach Science Lessons, provide PD to teachers, and set-up materials for Science Lab investigations.	Title I Teacher	Ongoing	PLC	Title I	\$ 71,551.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Nicole Montalvo

Leadership Director: Hilda Caballero

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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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
	4th grade students will increase their performance on the Writing STAAR from Approaches (29% to 60%), Meets(13% to 18%), and Masters(1%-6%).						
	5th grade students will increase their performance on the Science STAAR from Approaches (53% to 70%), Meets (19% to 25%), and Masters (8% to 13%).						
	#REF!						
	3rd-5th grade students will increase their performance on the Math STAAR from Approaches (66% to 75%), Meets (30% to 35%), and Masters (11% to 16%).						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Rubric scores entered into Campus Data Tracker	Each 6 Weeks teachers will rate a sample of each student's writing with a rubric.	100% of students will know the steps of the writing process as monitored through Writing Folders.				
2 Written Peer Feedback	Writing Folder Checks will take place each 6 weeks.	100% of students participate in the writing process and have 1 published piece as monitored by student Writing Folders.				
3 PD on Writing Folders, Rubrics, Conferences	Provide Professional Development on Writing Folder Guidelines, assessing with rubrics, and conducting Writing Conferences.	100% of students will have Writing Folders and be able to share their writing with peers and administration.				
4 Pre-K -5 Reading and Math, Campus Google Doc of Priority TEKS Pre-K - 5	Prioritizing TEKS which require more emphasis based on historical and cohort data	70% of students will show progress in Reading and Math as measured by Campus Student Data Tracker				
5 Data Sets are updated each 6 weeks (100% of teachers participate)	Create a campus wide data tracking system with common sets of data per grade level, which is updated every 6 weeks.	70% of students will show progress in content areas of data being tracked by students and teachers				

6	Data Binder Conference Notes (Conferences with 100% of 3rd-5th grade students)	3rd-5th grade teachers will foster a growth mindset in their students as they hold individual student data conferences.	70% of students will make gains each 6 weeks as we monitor data				
7	IPCs	Utilizing the Teaching Trust model, 4th Grade Teachers will create Math and Reading IPCs for each 6 weeks based on priority TEKS.	100% of 4th graders will make progress each week in Reading and Math				
8	Reteach Plan	4th Grade Teachers will conduct monthly Data Meetings on priority TEKS, create reteach plans, and implement these plans in their future instruction; using the model designed by Paul Bambrick-Santoyo.	100% of 4th graders will make progress each week				
9	Grade 5 Science Interim Assessments	Title I Science Teacher will set-up school wide Science journals, co-teach Science Lessons, provide PD to teachers, and set-up materials for Science Lab investigations.	80% of 5th grade students will make progress each 6 weeks				
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Nicole Montalvo

Leadership Director: Hilda Caballero

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 achievement gap between African American and Hispanic students in 5th grade Math will decrease from 45% to 25% as measured by the 2019 STAAR.			45%	25%	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		All Pre-K-5 classes will utilize the following Restorative Practices: Respect Relational Agreements, Weekly Relational Goals), Calming Space for self-regulation. Additionally, grades 1, 3, and 4 will conduct weekly Restorative Circles.	Teachers	Ongoing		SCE	\$ 3,000.00	
2		The Counselor and Administrators will facilitate Circles of Harm to restore relationships following conflicts.	Counselor/Administrators	Ongoing		Local	\$ 1,000.00	
3		Our Equity and CARE Teams will work with the District's Equity in Excellence Department to create a plan introducing the staff to the protocol.	Equity and CARE Teams	Ongoing		Local	\$ 2,000.00	
4		Create a mentor group called Pearls for 4th and 5th grade girl's of color.	Ms. Law	Ongoing				
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

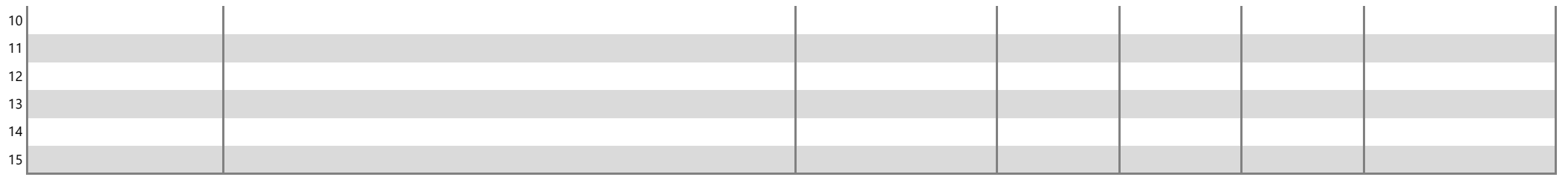
Principal: Nicole Montalvo

Leadership Director: Hilda Caballero

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)				
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	The achievement gap between African American and Hispanic students in 5th grade Math will decrease from 45% to 25% as measured by the 2019 STAAR.	45.0%			25%	20.0%
					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 Non-Negotiables Classroom Checks, Focus Discipline Data	1-() All Pre-K-5 classes will utilize the following Restorative Practices: Respect Relational Agreements, Weekly Relational Goals), Calming Space for self-regulation. Additionally, grades 1, 3, and 4 will conduct weekly Restorative Circles.	Reduce the number of OSS for AA students from 29 to 15				
2 Focus Discipline Incidents coded RP	2-() The Counselor and Administrators will facilitate Circles of Harm to restore relationships following conflicts.	80% of office referrals will include a RP intervention				
3 District Equity Protocol	3-() Our Equity and CARE Teams will work with the District's Equity in Excellence Department to create a plan introducing the staff to the protocol.	100% of protocol completed in accordance with timeline				
4 Flyer, Application, Participant Spreadsheet	4-() Plan, organize, recruit for, and teach our first year of Parent University to support parents in understanding school systems and enhance communication with their children and school personnel.	Attendance log,% of Parent University participants will match the ethnic representation of our student population				
5 Plan for filling gaps	5-() Analyze the Parent University curriculum from the lens of African American parents to find any gaps, and create a plan for those gaps.	Analysis of Curriculum				
6 Agenda	6-() Create a mentor group called Pearls for 4th and 5th grade girl's of color.	Attendance log				
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8						
9						



Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Nicole Montalvo

Leadership Director: Hilda Caballero

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/family participation in PTA will increase from 80 to 100 members.	80%	100%	1-Jun
	Goal 2	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from 77 to 200.	28%	71%	10-Dec
Goal 3 (Optional)					
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	1, 6	PTA Events will increase by 10%.	Administration	Ongoing				
2	6	Students will participate in musical performances at PTA Meetings to bring in more parents.	Music Teacher	Monthly				
3	6	Envelopes will be labled and distributed to all 3rd-5th grade students within 1 week of the Fitness Gram being completed.	PE Teacher	12/10/2018		Local	\$ 1,500.00	
4	6	PTA will participate in community and school events to increase membership and participation.	Administration/FCL	Ongoing		Title I	\$ 8,280.00	
5	6	We will hold academic nights to communicate individual student data with parents.	Family Nights Committee/Teachers	Ongoing		Title I	\$ 1,588.00	
6	6	Plan, organize, recruit for, and teach our first year of Parent Univeristy to support parents in understanding school systems and enhance communication with their children and school personnel.	Teachers/Counselor/ Adminstration	Ongoing		Title I	\$ 800.00	
7	1	Analyze the Parent University curriculum from the lens of African American parents to find any gaps, and create a plan for those gaps.	Ms. Jenkins and District Staff	10/10/2018				
8	6	Organize a family event in the community (Highland Hills Recreation Center) to reach parents who live in the area furthest from our school and provide them with access to academic information and resources.	Teachers/Counselor/ Adminstration	9/6/2018		Title I	\$ 200.00	
9		5th grade students will participate in the Dancing Classrooms of North Texas program to aquire ballroom dance skills and enhance their social-emotional skills.	PE Teacher	6/1/2018		Local	\$500	