

151-Natha Howell ES

Monica Granados

Shawn Buchanan

2018-19 Schoolwide Programs: Campus Improvement Plan

151-Natha Howell ES

Principal: Monica Granados

Executive Director:

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

lassroom interactions, social activities and or creative experiences to access, apply, process a

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	61
Domain 2: School Progress	
Domain 3: Closing The Gaps	

SBDM Members

Name	Role
Monica Granados	Select
Dawn Bonin	Teacher
Lynda Traugott	Campus Non-Tch Prof
Ted Winger	Teacher
Sandra Preciado	Teacher
Marcos Reyes	Teacher
Ruth Ramirez	Business Rep
Arturo Ramirez	Community Rep
Don Cooper	Community Rep
Lynda Wilburn	District-Level Staff
Marth Pozos	Additional Appointed 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: Natha Howell Elementary

Principal: Monica Granados

Data Sources Used Make a selection for each by choosing from the	No	Graduation	Yes	Feeder Pattern Analysis	Yes	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	Y/N	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	Yes	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	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.	
Demographics	1.	Communication procedures between home and school on students attendance	1.	Increase student attendance from 95.70%	1. Teachers and instructional staff to receive targeted PD in core content areas to improve student achievement in K-5th 2. Identify student reading levels and identify student instructional needs with; intervention, RTI, and dyslexia evaluations, 504 or cognitive assessments. 3. Develop planning opportunities for teaching staff to support student growth and progress consistently through out the year. Including allocating sufficient funding.	
	2.	After-school Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students	2.	Growing numbers of At-Risk student in the areas of Dyslexia, SPED ED, and 504 reflects the support needed for teachers on continuing how to identify, develop RTI plans and provide interventions to At-Risk students in need of academic		
	3.	Data Reports are readily available	3.	Transient and mobility rates increased from 14% to 23%		
Student Achievement	1.	Met AYP Status	1.	Overall Math Indices decreased from 69% to 62% with more students scoring in approaches with less in meets and mastery levels	4. Develop teacher and core content leaders with instruction to support higher order thinking and quality lessons that provide additional rigor.	

	<ol style="list-style-type: none"> 2. Progress Monitoring Assessments (Campus and District) and State test results (STAAR, TELPAS) are used to improve instruction 3. Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science. Writing improved to 70% 	<ol style="list-style-type: none"> 2. Math instructional strategies and supplemental materials to improve Index 1 scores are necessary for ELL/HIS/LEP and SPED populations for RTI and Accelerated instruction for All 3. LEP/HIS/ Index 1 and 3 decrease in science from 63% to 55% with LEP impacted the most. 	<p>5 Continue to allocate funding and programs to foster parent involvement, workshops, and learning opportunities for families that will directly impact academics, social emotional health, and extra curricular.</p>
School Culture and Climate	<ol style="list-style-type: none"> 1. Review 360 for Behavior Plans and Documentation 	<ol style="list-style-type: none"> 1. Provide training for general ed and inclusion/SEAS staff with behavioral needs strategies PD to support identified students 	
	<ol style="list-style-type: none"> 2. Administrative support to teachers during data PLC/Instructional PLCs 	<ol style="list-style-type: none"> 2. Additional staff require CPI training to accommodate student behavioral needs 	
	<ol style="list-style-type: none"> 3. Grade Level, Faculty, and SBDM Meetings with School Administration are conducted to gain feedback for school 	<ol style="list-style-type: none"> 3. Communication systems with stakeholders, parents, students and community partners needs a streamlined and consistent approach to 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> 1. GT Core (30 hours) Trained Teachers 	<ol style="list-style-type: none"> 1. Lack of additional professional staff development in the areas of Language Arts and Math to strengthen the delivery and rigor of explicit instruction. 	
	<ol style="list-style-type: none"> 2. Highly Qualified Teachers 	<ol style="list-style-type: none"> 2. Maintain teachers after coaching and training with 5-6 year experience in 	
	<ol style="list-style-type: none"> 3. Teachers with graduate studies in content driven specizliaed areas continues to increase from 50%- 64% 		

Curriculum, Instruction, and Assessment	1. Knowledge of TEKS and State Assessment Requirements and Expectations	1. Increase Reading, Math, Writing, and Science assessment scores amongst At-Risk, LEP/ELL, SPED ED and Mobile students/Families through the use of additional supplemental supplies, resources, and
	2. Staff Development that provides the knowledge, skills and strategies necessary to	
	3. Teacher Fidelity and Commitment to Campus and District Initiatives	
Family and Community Involvement	1. Parent participation in school events, field trips, and "Meet the Teacher" orientation	1. Lack of parent participation during academic events on campus.
	2. Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together	2. Lack of bilingual participation with parent meetings and workshops after school or before school.
	3. Feedback given from parents regarding school needs through surveys	
School Context and Organization	1. Decision-Making by all Stakeholders	1. At Risk student population requires skilled and master teaching staff to eliminate instructional gaps.
	2. Administrative Instructional Rounds (walkthroughs)	2. Minimal resources for staff when it comes to meeting student needs
	3. Able to change and reorganize systems to accommodate students' needs	

	→ 151-Natha Howell ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 24,810	\$ 5,120		\$ 1,538	\$ 187	\$ 1,317	\$ 116,956	149,928

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Monica Granados

Leadership Director:

Summary by Fund Source

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	7,000	0	0	0	0	0	24,000	\$ 31,000
Campus Needs - Student Achievement	5,000	0	0	6,000	0	2,500	7,200	\$ 20,700
Campus Needs	1,950	0	0	0	0	0	3,750	\$ 5,700
Parent/Family Engagement Health Related	0	0	0	0	0	0	11,250	\$ 11,250
TOTAL	\$ 13,950	\$ -	\$ -	\$ 6,000	\$ -	\$ 2,500	\$ 46,200	\$ 68,650
Allocations	24,810	5,120	-	1,538	187	1,317	116,956	149,928
Percent Budgeted	56%	0%	NA	390%	0%	190%	40%	46%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							77,366
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Monica Granados

Leadership Director:

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	63%	80%
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	35%	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	67%	100%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	32%	80%	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	65%	80%	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	CTE-LEP	Purchase reading research based CSF resource material identified to support acceleration of identified student groups	Teachers/ Instructional Coach/ Title 1 Extra help Administration	August - September	PLC	Local	\$ 6,500.00	Closing Gaps
1, 5	LEP	Measure and monitor Bi-monthly during PLC meetings and or designated planning/data conferences using district reading programs to measure reading level growth as measured by local assessments.	Teachers/ Instructional Coach/ Title 1 Extra help Administration	September - May	Faculty Mgt/PLC	Title I	\$ 5,000.00	Progress
2, 5, 9	CTE-LEP	Purchase intervention and enrichment resources utilized during instructional blocks for identified students utilizing small group and FWISD Learning Model best practices components.	Administration/ Data Analyst Instructional Coach Reading Content Teachers/ Title One Extra help	September - May	Pull-Out	Title I	\$ 9,000.00	Closing Gaps
10, 2, 1	CTE-LEP	Utilization of campus data analyst to review student outcomes and progress measures and data visuals.	Reading Content Teachers Assistant Principal	September - May	Faculty Mgt/PLC	Other	\$ 74,866.00	Progress
9, 1, 8	CTE	Conduct after School tutoring and extended instructional blocks for identified students based upon campus data and student progress.	Assistant Principal, Teachers	September - May	After Sch	Title I	\$ 8,000.00	Achievement

11	8, 9 10	LEP	Review various student work products including assessments, reading program data, and progress measure data aligned to reading proficiency during PLC/FAC/	Reading Content Teachers, Administration, Data Analyst, Students	September-May	PLC	Other	\$ 2,500.00	Progress
12									
13	4, 1, 2	CTE-LEP	Attend Professional Development aligned with reading comprehension/analyzation of text reading strategies for designated staff.	Teachers, Administration, Instructional Coach	August - January	After Sch	Title I	\$ 2,000.00	Tchr/Staff Quality
14									
15	10, 9, 2,	CTE	Student Data Tracking of reading levels for all 1st-5th grade students	Librarian, Administrators, Students, Reading Content Teachers	August-January	Pull-Out	Local	\$ 500.00	Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Monica Granados

Leadership Director:

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

Focus SMART Goal (Target Element 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 63 to 80 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		35.0%	65%	85.0%	85%	0.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		67%	80.0%	100.0%	100%	0.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		65.0%	70.0%	85.0%	80%	5.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Grade Level Materials and Accelerated	1-(Closing Gaps) Purchase reading resource material identified to support acceleration of identified student groups					
2 Agenda and Notes	3-(Progress) Measure and monitor Bi-monthly during PLC meetings and or designated planning/data conferences using district reading programs to measure reading level growth as measured by local assessments.					
3 Intervention Plans	5-(Closing Gaps) Purchase intervention and enrichment resources utilized during instructional blocks for identified students utilizing small group and FWISD Learning Model components.					
4 Small Group Flex Plans						
5 Data Reports	7-(Progress) Utilization of campus data analyst to review student outcomes and progress measures with reading.					
6 Tutoring Plans and Attendance	9-(Achievement) Conduct after School tutoring and extended instructional blocks for identified students based upon campus data and student progress.					
7 Student Work Protocols	11-(Progress) Review various student work products including assessments, reading program data, and progress measure data aligned to reading proficiency during PLC/FAC/					
8 PLC Notes						
9 Professional Development	13-(Tchr/Staff Quality) Attend Professional Development aligned with reading comprehension/ analyzation of text reading strategies for designated staff.					
10 Application via Walk						
11						
12						
13						
14						

15

Student Data Cards and
Tracking Forms

15-(Achievement) Student Data Tracking of reading levels for all 1st-5th
grade students

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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: **Monica Granados**

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	SMART Goal	Campus Priorities	Description	Baseline (BOY)			Target (EOY)		
				Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
			All students at Natha Howell Elementary will demonstrate growth in math content as measured by various assessments.						
	Goal 1		4-5th grade students will demonstrate growth from previous years as measured by STAAR/ Domain 3 Closing Gaps with approaches, meets, and masters in math.	55.00%	25.00%	10.00%	25.00%	40.00%	35.00%
	Goal 2		3rd grade students will demonstrate student achievement mastery with approaches levels, 45% meets level, and 30% Masters levels.	65.00%	20.00%	15%	25.00%	45.00%	30.00%
	Goal 3		2nd grade student sub group populations correlated to domain 3 projections Closing gaps will demonstrate student achievement mastery with approaches levels, 40% meets level, and 20% mastery levels by the EOY for 3rd grade	70.00%	20.00%	10.00%	30.00%	55.00%	15.00%
	Goal 4		K-1st will demonstrate growth with math preparedness as measured by pre-assessments, local assessments, and MAP	60.00%	30.00%	10.00%	20.00%	55.00%	25.00%

		Alignment		Expectations					
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &	
1	1, 2, 5	LEP	Use Professional Learning Community (PLC) time to analyze data and to monitor effectiveness of interventions and instructional strategies across all tiers with math instruction to increase student performance.	Leadership Teams/ Campus Principal Lead Teachers	September-May	Pull-Out/ PLC	Title I	\$ 1,500.00	Progress
2	1, 2, 5	LEP	Purchase supplemental math materials to enhance and enrich instruction for all students.	Math Content Teachers, Administration and Instructional Coach	September-May	Faculty Mgt/PLC	Bilingual	\$ 3,500.00	Progress
3	8, 9, 3,, 2	LEP	Implement a process to ensure planning, or a targeted, standards driven instruction and interventions are conducted with identified students utilizing allocated and specific best practices aligned with Marzano and Hattie	Administration, lead teachers and Title I	September	After Sch/ PLC	SPED	\$ 2,500.00	Tchr/Staff Quality
4	5, 1, 2, 10	LEP	Provide materials for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.	Administration, lead teachers and Title I	October-December	Saturday	Local	\$ 5,000.00	Tchr/Staff Quality
5	4, 8, 3	LEP	Promote professional development opportunities through Itslearning, site based professional learning, and PLI.	Administration and leadership teams	September-January	Faculty Mgt/PLC	Title I	\$ 1,200.00	Tchr/Staff Quality
6									
7									
8									
9									
10									

11	1, 4, 2	CTE-SPED	Implement the use of instructional supplies and aides/extra help to enhance instruction and student engagement.	Campus Principal	August-May	PLC	Bilingual	\$ 2,500.00	Closing Gaps
12									
13	9, 5, 3,	LEP	Review Student work with Itslearning, local assessments, pre-assessment cycles, classwork, and summatives to construct interventions and enrichment opportunities.	Leadership Team	September-May	PLC	Local	\$ -	Closing Gaps
14									
15	3, 4, 8	LEP	Provide tutoring after school for identified students/ CAMPS of math concepts to support identified students.	math Content Teachers Leadership teams	September-April	After Sch	Title I	\$ 4,500.00	Closing Gaps

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: **Monica Granados**

Leadership Director:

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
	4-5th grade students will demonstrate growth from previous years as measured by STAAR/ Domain 3 Closing Gaps with approaches, meets, and masters in math.						
	3rd grade students will demonstrate student achievement mastery with approaches levels, 45% meets level, and 30% Masters levels.						
	2nd grade student sub group populations correlated to domain 3 projections Closing gaps will demonstrate student achievement mastery with approaches levels, 40% meets level, and 20% mastery levels by the EOY for 3rd grade prediction with MAP.						
	K-1st will demonstrate growth with math preparedness as measured by pre-assessments, local assessments, and MAP						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Intervention Plans and Student Product assessments	Use Professional Learning Community (PLC) time to analyze data and to monitor effectiveness of interventions and instructional strategies across all tiers with math instruction to increase student performance.					
2 Origo Math	Purchase supplemental math materials to enhance and enrich instruction for all students.					
3 Instructional Calendars	Implement a process to ensure planning, or a targeted, standards driven instruction and interventions are conducted with identified students utilizing allocated and specific best practices					
4 Materials for Acceleration and progress	Provide materials for all math teachers in identifying individual academic needs of all student populations and using Differentiated Instruction to develop math strategies to modify for identified gifted math students and/or close learning gaps, such as vocabulary strategies using graphic organizers, math centers for anchor activities, and use of technology to improve skills, fact fluency, and problem solving strategies.					
5 Identified Professional Development District	Promote professional development opportunities through Itslearning, site based professional learning, and PLI.					
6 Title 1 Extra Help	Implement the use of instructional supplies and aides/extra help to enhance instruction and student engagement.					
7 Local/ Assessments and Pre-Assment checks	Review Student work with Itslearning, local assessments, pre-assessment cycles, classwork, and summatives to construct interventions and enrichment opportunities.					
8						
9						
10						
11						

12							
13	Tutoring Lists and TEKS plans	Provide tutoring after school for identified students/ CAMPS of math concepts to support identified students.					
14							
15							

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Monica Granados

Leadership Director:

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

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	Student achievement with Writing CLA will demonstrate a proficiency of a 47 to 75% overall increase in domain 1.			54%	80%	EOY
	Goal 2	Writing mechanics and craft will be implemented across content to increase overall achievement in domains 1 and 3.			58%	75%	EOY
	Goal 3	Lead ELA teachers, classroom teachers, and CLI committee will determine best practices for struggling and advanced students to monitor effectiveness and progress during progress checks points. Results will be shared amongst teams and staff.			63%	75%	EOY
	Goal 4	Training implementation of teaching effectiveness will occur throughout the 2018-19 school year to increase best practice implementation by 80%.			61%	85%	EOY

Title I Components	PBMA\$	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 3, 9	LEP	Materials purchased for writing best practices will be purchased for bilingual GT, and ESL student populations to include best practices research based resources	Administration and lead content teachers	August- April	Faculty Mgt/Vendor	Local	\$ 1,200.00	Achievement
4,5	LEP	Writing PD for teachers and planning sessions to be conducted for identified 4th grade writing teachers with planning sessions.	Administration and lead content teacher/ Instructional coach	August- April	Pull-Out/ PLC	Title I	\$ 500.00	Closing Gaps
1, 5, 3	LEP	Conduct learning walks with identified teachers to discuss student learning and follow through with purchased materials.	Administration and lead content teacher/instructional coach	September- April	PLC	Title I	\$ 750.00	Progress
3, 9,	LEP	After school tutoring of students with identified populations.	Lead Content teachers	September- April	After Sch	Title I	\$ 2,500.00	Closing Gaps
3, 1, 9	LEP	Student work review conducted during PLC with teams and rubrics	Lead Content teachers/ Content Teachers	September- April	PLC	Local	\$ 750.00	Progress
1, 3,5	LEP	Writing across curriculum in grades K-5th						

13	1,3,5	CTE-LEP	Purposeful Conferencing with narrative and expository text for all students						
14									
15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Monica Granados

Leadership Director:

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
	Student achievement with Writing CLA will demonstrate a proficiency of a 47 to 75% overall increase in domain 1.	62.0%			80%	-18.0%
	Writing mechanics and craft will be implementaed across content to increase overall achievement in domains 1 and 3.	65.0%			75%	-10.0%
	Lead ELA teachers, classroom teachers, and CLI committee will determine best practices for struggling and advanced students to monitor effectiveness and progress during progress checks points. Results will be shared amongst teams and staff.	63.0%			75%	-12.0%
	Training implementation of teaching effectiveness will occur throughout the 2018-19 school year to increase best practice implementation by 80%.	61.0%			85%	-24.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Bilingual Materials	1-() Materials purchased for writing best practices will be purchased for bilingual GT, and ESL student populations.					
2						
3 Pull Out Writing PD and implementation	3-() Writing PD for teachers and planning sessions to be conducted for identified 4th grade writing teachers with planning sessions.					
4						
5 Feedback Letters or Group Meeting Goals	5-() Conduct learning walks with identified teachers to discuss student learning and follow through with purchased materials.					
6						
7 Attendance and TEKS	7-() After school tutoring of students with identified populations.					
8						
9						
10 Student Protocol Notes	9-() Student work review conducted during PLC with teams and rubrics					
11 Student products and	11-() Writing across curriculum in grades K-5th					
12						
13 Writing Folders	13-() Purposeful Conferencing with narrative and expository text for all students					
14						
15						