2018-19 Schoolwide Programs: Campus Improvement Plan

**172-WJ Turner ES**

Principal: Elida Gonzalez  
Executive Director: Todd Koppes

### State Accountability Status

**Met Standard**

### Campus Distinctions

- SELECT A DISTINCTION DESIGNATION
- SELECT A DISTINCTION DESIGNATION
- SELECT A DISTINCTION DESIGNATION
- SELECT A DISTINCTION DESIGNATION
- SELECT A DISTINCTION DESIGNATION
- SELECT A DISTINCTION DESIGNATION

### Campus Mission/Vision Statement

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

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

- Select the Fort Worth ISD School Board;
- Select the Texas Education Code;
- Select Title I, Part A; and
- Select 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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>62</td>
</tr>
<tr>
<td>School Progress</td>
<td>77</td>
</tr>
<tr>
<td>Closing The Gaps</td>
<td>75</td>
</tr>
</tbody>
</table>

### SBDM Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma Acosta</td>
<td>Teacher</td>
</tr>
<tr>
<td>Stephanie Aceves</td>
<td>Teacher</td>
</tr>
<tr>
<td>Antonio Aceves</td>
<td>Teacher</td>
</tr>
<tr>
<td>Chelsea Barnes</td>
<td>Campus Non-Tch Prof</td>
</tr>
<tr>
<td>Susana Sandoval</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mayra Mercado</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lynn Garmon</td>
<td>Teacher</td>
</tr>
<tr>
<td>Andrea Jones</td>
<td>Campus Non-Tch Prof</td>
</tr>
<tr>
<td>Tamara Gulley</td>
<td>District-Level Staff</td>
</tr>
<tr>
<td>Stephanie Jackson</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Pastor Fernando Rojas</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Norma Trejo</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Tim Johnson</td>
<td>Campus Non-Tch Prof</td>
</tr>
<tr>
<td>Olga Salinas</td>
<td>Parent</td>
</tr>
<tr>
<td>Selena Chavez</td>
<td>Parent</td>
</tr>
<tr>
<td>Elida Gonzalez</td>
<td>Campus Non-Tch Prof</td>
</tr>
</tbody>
</table>

### 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:** W. J. Turner Elementary  
**Principal:** Elida Gonzalez

<table>
<thead>
<tr>
<th>Data Sources Used</th>
<th>Summary of Strengths</th>
<th>Summary of Needs</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a selection for each by choosing from the</td>
<td>Student Achievement</td>
<td>Demographics</td>
<td></td>
</tr>
<tr>
<td>No Graduation</td>
<td>No Feeder Pattern Analysis</td>
<td>No Data Accuracy</td>
<td>1. Support teacher by providing detailed data reports so that they can analyze information during PLC which will impact instruction.</td>
</tr>
<tr>
<td>Yes Attendance</td>
<td>No Cohort Analysis</td>
<td>Yes Surveys</td>
<td>2. Provide structured and specific small group support for all students identified as Tier 3.</td>
</tr>
<tr>
<td>No Discipline</td>
<td>No Support Systems</td>
<td>No Fund Balance</td>
<td>3. Increase attendance by decreasing tardies in all grade levels.</td>
</tr>
<tr>
<td>Yes Instruction</td>
<td>Yes Intervention Services</td>
<td>No Recruit &amp; Retain Quality Staff</td>
<td>4. Increase Community and Parental Involvement opportunities through the participation of Parent University, Parent as Teachers, All Pro Dads, Ready Start Parent Trainings and School beautification projects for the school garden and other areas in and around the school building.</td>
</tr>
<tr>
<td>No Curriculum</td>
<td>No Dropout Identification</td>
<td>No VOC-Customer Feedback</td>
<td></td>
</tr>
<tr>
<td>Yes Student Data</td>
<td>No Achievement Gap</td>
<td>No Other - enter data source here</td>
<td></td>
</tr>
</tbody>
</table>

**Area Reviewed**

#### Summary of Strengths

1. 95% average attendance for the past 3 consecutive years.
2. 96% Hispanic
3. 61.2% of the student population are English Language Learners (ELLs).

#### Summary of Needs

1. Students high tardy rate of 30% impacts student achievement.
2. 50% of student entering PK have limited readiness skills.
3. 61.2% of the student population are English Language Learners (ELLs).

#### Priorities

1. Support teacher by providing detailed data reports so that they can analyze information during PLC which will impact instruction.
2. Provide structured and specific small group support for all students identified as Tier 3.
3. Increase attendance by decreasing tardies in all grade levels.
4. Increase Community and Parental Involvement opportunities through the participation of Parent University, Parent as Teachers, All Pro Dads, Ready Start Parent Trainings and School beautification projects for the school garden and other areas in and around the school building.
<table>
<thead>
<tr>
<th>School Culture and Climate</th>
<th>1. According to surveys administrators are supportive towards teachers and students.</th>
<th>1. There appears to be an inconsistency with implementation of campus discipline plan, PBIS and support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Student success is displayed and celebrated school wide for Achieve 3000/Smarty Antz.</td>
<td>2. PLC Data meetings require teachers to look at specific and detailed data from current school and district level testing; time constraints tends to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Information on Success Displays for Achieve 3000 seem to lag behind at</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Staff Quality/Professional Development</th>
<th>1. Implementation of TTESS for professional development, coaching and evaluation of professional development on differentiated instruction.</th>
<th>1. According to walk through observation data, professional development on differentiated instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. PLC are consistent and data driven.</td>
<td>2. Based on current RTI referrals on behavioral concerns continued training on social emotional learning.</td>
</tr>
<tr>
<td></td>
<td>3. 20% of teachers are males.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum, Instruction, and Assessment</th>
<th>1. Early identification of students needs through effective RTI meetings that impact instruction and student.</th>
<th>1. Based on walk through observation data, inconsistent daily writing and teaching of writing process.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. TTESS goal setting in targeting areas to improve instruction and impact student learning.</td>
<td>2. Choosing SLO’s that mirror the campus needs in the CEIP needs to occur.</td>
</tr>
<tr>
<td></td>
<td>3. PLC vertical and grade level meetings to ensure alignment between grade levels.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family and Community Involvement</th>
<th>1. W. J. Turner participates in numerous community event: Runners Club participates in City/Community Races, Good News Club, First Tee of Fort Worth, Real School Garden, Writing Camp at TCC NW.</th>
<th>1. Parental involvement has increased. However, the involvement is mainly mothers. Father involvement is low. A focus on involving dads in school functions is needed. A sub-committee of the SBDM has attended meetings/trainings on All.</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>2. PBIS and Mindfullness are part of the school day.</td>
<td>2. Structured environment for students with emotional and behavioral needs is not available due to lack of space and personnel to supervise</td>
<td></td>
</tr>
<tr>
<td>3. PTO is very active at school. Parent University is on its 3rd</td>
<td>3. A Mentorship program / reading program is needed</td>
<td></td>
</tr>
<tr>
<td>2. Facebook and website is kept up to date. Over 600 members/Likes on School's Facebook</td>
<td>2. Azle Avenue Baptist Church members and TCC NW campus are actively involved however business</td>
<td></td>
</tr>
</tbody>
</table>
### Summary by Fund Source

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Local Basic Allotment</th>
<th>SCE State Compensatory Education</th>
<th>CTE</th>
<th>Bilingual</th>
<th>Gifted &amp; Talented</th>
<th>Special Education</th>
<th>Title I</th>
<th>GRAND TOTAL budgeted in CEIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Outcome Goals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>96,274</td>
</tr>
<tr>
<td>Campus Needs - Student Achievement</td>
<td>1,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1,000</td>
</tr>
<tr>
<td>Campus Needs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>400</td>
</tr>
<tr>
<td>Parent/Family Engagement Health-Related</td>
<td>2,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 3,000</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ 97,674</strong></td>
</tr>
</tbody>
</table>

| | Allocations | Percent Budgeted | Other Funding Sources | | | | | | |
| | | | Source | PTA/PTO | Community Partner | Corporate | Non-Profit | FWCP | Focus/Priority | Total |
| | | | Amount | | | | | | | **$ 500.00** |
| | | | Student Outcome | | | | | | | **$ -** |
| | | | Student Achievement | | | | | | | **$ -** |
| | | | Campus Needs | | | | | | | **$ -** |
| | | | Family/Health | | | | | | | **$ -** |
### Student Outcome Goals

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

**Principal:** Elida Gonzalez  
**Leadership Director:** Todd Koppes

Fort Worth ISD

**Student Outcome Goal Alignment**

<table>
<thead>
<tr>
<th>Goal:</th>
<th>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.</th>
</tr>
</thead>
</table>
| **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**

<table>
<thead>
<tr>
<th>Campus Level</th>
<th>Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>Baseline (BOY) to Target by Deadline</strong></td>
<td><strong>ENG78% SPAN66%</strong></td>
</tr>
<tr>
<td>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 27% to 37% by 2019.</td>
<td><strong>30%</strong></td>
<td><strong>EOY</strong></td>
</tr>
<tr>
<td>1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.</td>
<td><strong>50%</strong></td>
<td><strong>EOY</strong></td>
</tr>
<tr>
<td>1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.</td>
<td><strong>50%</strong></td>
<td><strong>EOY</strong></td>
</tr>
<tr>
<td>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 42% to 59% by 2019.</td>
<td><strong>50%</strong></td>
<td><strong>EOY</strong></td>
</tr>
</tbody>
</table>

**Alignment**

<table>
<thead>
<tr>
<th>Title I Components</th>
<th>PBMAS</th>
<th>Implementation Action Steps (Target Element Strategies)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>PD Code</th>
<th>Budget Source</th>
<th>Amnt</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 LEPEP</td>
<td>Assistant Principal Planning, Implementation Monthly Meetings with First Grade Teachers. Small Group Instruction with Title 1 TA</td>
<td>Assistant Principal; First grade teachers; TA</td>
<td>September - May</td>
<td>PLC</td>
<td>Title I</td>
<td>Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 LEPEP</td>
<td>Principal Planning, Implementation Monthly Meetings with Second and Third Grade Teachers. Small Group Instruction with Title 1 TA</td>
<td>Principal, 2nd and 3rd grade Teachers; TA</td>
<td>September - May</td>
<td>PLC</td>
<td>Title I</td>
<td>Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 LEPEP</td>
<td>2-5 grade weekly Lexile checks; classroom display of current Lexile Scores from Achieve 3000</td>
<td>2nd-5th grade teachers</td>
<td>September - May</td>
<td>Faculty Mgt/PLC</td>
<td>Closing Gaps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 LEPEP</td>
<td>Monitor Achieve 3000 KidBiz lesson completion and 75% correct expectations of students in grades 1-5.</td>
<td>2nd-5th grade teachers</td>
<td>September - May</td>
<td>Faculty Mgt</td>
<td>Closing Gaps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 LEPEP</td>
<td>Provide best practices professional development for teachers in grades K-5; STAAR professional development for teachers in grades 3-5.</td>
<td>Administrators, Instructional Specialist, Coach</td>
<td>September - May</td>
<td>PLC</td>
<td>Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 LEPEP</td>
<td>Utilize Title I teacher assistant for pushin and pullout support for students in grades 1-5.</td>
<td>Title 1 TA</td>
<td>September - May</td>
<td>Pull-Out</td>
<td>Title I</td>
<td>Achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 LEPEP</td>
<td>Develop data tracking systems for students and teachers to monitor guided reading levels and Lexile points progression.</td>
<td>Reading Teachers 1-5</td>
<td>September - May</td>
<td>PLC</td>
<td>Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 LEPEP</td>
<td>Through RTI meetings design tutoring for students identified as Tier 3 struggling students to meet reading level and Lexile targets.</td>
<td>Counselor, Teachers, Administrator, Title 1 TA</td>
<td>September - May</td>
<td>Pull-Out/PLC</td>
<td>Achievement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 LEPEP</td>
<td>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.</td>
<td>Dyslexia Teacher</td>
<td>September - May</td>
<td>Pull-Out</td>
<td>Progress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LEP</td>
<td>Task Description</td>
<td>Responsible Parties</td>
<td>Time Period</td>
<td>Location</td>
<td>Other</td>
<td>Budget</td>
<td>Category</td>
</tr>
<tr>
<td>---</td>
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<td>----------------------------------------------------------------------------------</td>
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<td>-------------</td>
<td>----------</td>
<td>-------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>Encourage students and parents to complete A3000 Smarty Ants and KidBiz lessons at home for extra practice by Parent Meetings, Parent Teacher Conferences and sending home Parent Letter, Facebook Page</td>
<td>Teachers, Counselor, Administrators, Instructional Specialist, Coach</td>
<td>September - May</td>
<td>After Sch</td>
<td>Other</td>
<td></td>
<td>Achievement</td>
</tr>
<tr>
<td>11</td>
<td>LEP</td>
<td>Purchase materials and supplies for tutoring, classroom instructional support, and professional development.</td>
<td>Administrators</td>
<td>October</td>
<td>Faculty Mgt/Vendor</td>
<td>Title I</td>
<td>$2,500.00</td>
<td>Tchr/Staff Quality</td>
</tr>
<tr>
<td>12</td>
<td>LEP</td>
<td>Kinder and First Grade Teachers will use Neuhaus Reading Readiness(English) and Estrellita(Spanish) during their small group instruction.</td>
<td>Kindergarten and First Grade Teachers, Title 1 TA</td>
<td>September - May</td>
<td>Pull-Out</td>
<td>Title I</td>
<td>Closing Gaps</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Incentives for students meeting Academic Growth</td>
<td>Teachers, Counselor, Administrators, Instructional Specialist, Coach</td>
<td>September - May</td>
<td>Faculty Mgt/Vendor</td>
<td>Title I</td>
<td>$500.00</td>
<td>Culture and Climate</td>
</tr>
<tr>
<td>14</td>
<td>LEP</td>
<td>Instructional Specialist will work as Data Analyzt, Testing Coordinator, and Instructional support for all teachers.</td>
<td>Instructional Specialist</td>
<td>On-going</td>
<td>Faculty Mgt</td>
<td>Title I</td>
<td>$72,273.63</td>
<td>Closing Gaps</td>
</tr>
<tr>
<td>15</td>
<td>LEP</td>
<td>TA will support students in Tier 3 RTI, Behavior Concerns through Calming room.</td>
<td></td>
<td></td>
<td></td>
<td>Title I</td>
<td>$21,000.00</td>
<td>Achievement</td>
</tr>
</tbody>
</table>
## 2018-19 Schoolwide Programs: Campus Improvement Plan

**Principal:** Elida Gonzalez  
**Leadership Director:** Todd Koppes

### Student Outcome Goals Progress Monitoring

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

#### Focus

<table>
<thead>
<tr>
<th>SMART Goal (Target Element Systems)</th>
<th>BOY %</th>
<th>MOY %</th>
<th>EOY %</th>
<th>Target %</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in grades K–1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool</td>
<td></td>
<td></td>
<td></td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading</td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading</td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

### Action Step Progress Measure

<table>
<thead>
<tr>
<th>Action Step Numbers</th>
<th>Progress Measure</th>
<th>Implementation Action Steps - Progress (Target Element Strategies)</th>
<th>Implementation Evidence</th>
<th>BOY Status</th>
<th>MOY Status</th>
<th>EOY Status</th>
<th>Reflections/Feedback (+/∆)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reports</td>
<td>4-(Closing Gaps) Monitor Achieve 3000 KidBiz lesson completion and 75% correct expectations of students in grades 1-5.</td>
<td>Achieve 3000 reports</td>
<td>On Target</td>
<td></td>
<td></td>
<td>All teachers and students will have evidence of data tracker</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2-(Achievement) Principal Planning, Implementation Monthly Meetings with Second and Third Grade Teachers. Small Group Instruction with Title 1 TA</td>
<td>PLC and Data Meeting Agendas</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>1-(Achievement) Assistant Principal Planning, Implementation Monthly Meetings with First Grade Teachers. Small Group Instruction with Title 1 TA</td>
<td>PLC and Data Meeting Agendas</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>7-(Achievement) Develop data tracking systems for students and teachers to monitor guided reading levels and Lexile points progression.</td>
<td>Student Data folders and teacher's data binders</td>
<td>Below Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>13-(Culture and Climate) Incentives for students meeting Academic Growth</td>
<td>Growth Charts in classrooms and data room.</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Campus Needs - Student Achievement**

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

**Principal:** Elida Gonzalez  
**Leadership Director:** Todd Koppes

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

### Campus Needs Goals and Measures (Baseline-X and Target-Y)

<table>
<thead>
<tr>
<th>Focus</th>
<th>SMART Goal</th>
<th>Campus Priorities</th>
<th>Baseline (BOY)</th>
<th>Target (EOY)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approaches</td>
<td>Meets or Expected</td>
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<tr>
<td>Goal 1</td>
<td>By June 2019, the percent of students in 4th grade performing at approaches as measured by the STAAR standard in Writing will increase from 47% to 70%</td>
<td>Eng 45%</td>
<td>Eng 18%</td>
<td>Eng 3%</td>
</tr>
<tr>
<td>Goal 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 3</td>
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<td>Goal 4</td>
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### Alignment

<table>
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<tr>
<th>Title I Components</th>
<th>PBMAS</th>
<th>Implementation Action Steps (Target Element Strategies)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>PD Code</th>
<th>Budget Source</th>
<th>Amnt</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5,9</td>
<td>LEP</td>
<td>Writing folder checks</td>
<td>Admin team</td>
<td>6 weeks</td>
<td>PLC</td>
<td>Local</td>
<td>$1,000.00</td>
<td>Progress</td>
</tr>
<tr>
<td>2,3,4,5,9</td>
<td>LEP</td>
<td>Studying student work</td>
<td>teachers</td>
<td>bi-monthly</td>
<td>PLC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,3,4,5,8,9</td>
<td>LEP</td>
<td>Conferencing with students</td>
<td>teachers</td>
<td>ongoing</td>
<td>Pull-Out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1,3,4,5,8,9</td>
<td>LEP</td>
<td>Intervention with students - grammar instruction</td>
<td>teachers</td>
<td>6 weeks</td>
<td>Pull-Out</td>
<td>Title I</td>
<td>$1,000.00</td>
<td>Closing Gaps</td>
</tr>
</tbody>
</table>

### Expectations

- **Timeline:**
  - 6 weeks
  - Bi-monthly
  - Ongoing
  - 6 weeks

- **PD Code:**
  - PLC
  - Title I

- **Budget Source:**
  - Local
  - Pull-Out

- **Amnt:**
  - $1,000.00

- **Focus:**
  - Achievement &
## 2018-19 Schoolwide Programs: Campus Improvement Plan

**Principal:** Elida Gonzalez  
**Leadership Director:** Todd Koppes

### Opportunity

<table>
<thead>
<tr>
<th>Progress Monitoring Schedule:</th>
<th>BOY (August 20 - November 2)</th>
<th>MOY (November 5 - February 22)</th>
<th>EOY (February 25 - May 31)</th>
</tr>
</thead>
</table>

### Focus SMART Goal (Target Element)

- **Progress Monitoring (Target Element Systems)**
- By June 2019, the percent of students in 4th grade performing at approaches as measured by the STAAR standard in Writing will increase from 47% to 70%

<table>
<thead>
<tr>
<th>MOY</th>
<th>Approaches</th>
<th>Meets or Expected</th>
<th>Masters or Accelerated</th>
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<tr>
<td></td>
<td>Eng 45%</td>
<td>Span 48%</td>
<td>Eng 3%</td>
</tr>
<tr>
<td></td>
<td>Eng 18%</td>
<td>Span 20%</td>
<td>Eng 3%</td>
</tr>
<tr>
<td></td>
<td>70.00%</td>
<td>23.00%</td>
<td>7.00%</td>
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### Action Step Progress Measure

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Implementation Action Steps - Progress (Target Element Strategies)</th>
<th>Implementation Evidence</th>
<th>BOY Status</th>
<th>MOY Status</th>
<th>EOY Status</th>
<th>Reflections/Feedback (+/(\Delta))</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Admin. Feedback</td>
<td>Writing folder checks</td>
<td>Weekly checks</td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 PLC agendas</td>
<td>Studying student work</td>
<td>PLC agendas,</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Conferencing document</td>
<td>Conferencing with students</td>
<td>Teacher notes</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 RTI documentation</td>
<td>Intervention with students - grammar instruction</td>
<td>RTI; interventions</td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
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<td>6</td>
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<td>8</td>
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<td>9</td>
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<td>12</td>
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<tr>
<td>15</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Evidence

**Evidence BOY Status MOY Status EOY Status**

- Writing folder checks
- PLC agendas
- Teacher notes
- RTI documentation

### Opportunities

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

### Implementation Action Steps - Progress (Target Element Strategies)

- Writing folder checks
- PLC agendas
- Conferencing with students
- Intervention with students - grammar instruction

### Implementation Evidence

- Weekly checks
- PLC agendas
- Teacher notes
- RTI; interventions

### Focus SMART Goal (Target Element)

- By June 2019, the percent of students in 4th grade performing at approaches as measured by the STAAR standard in Writing will increase from 47% to 70%
### Campus Needs

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

**Principal:** Elida Gonzalez

**Leadership Director:** Todd Koppes

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

#### Focus

<table>
<thead>
<tr>
<th>SMART Goal</th>
<th>Campus Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Title</th>
<th>Baseline (BOY)</th>
<th>to Target</th>
<th>by Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>97%</td>
<td>99%</td>
<td>EOY</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>EOY</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>EOY</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>EOY</td>
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</table>

#### Alignment

<table>
<thead>
<tr>
<th>Title I Components</th>
<th>PBMAS</th>
<th>Implementation Action Steps (Target Element Strategies)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>PD Code</th>
<th>Budget Source</th>
<th>Amnt</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>6 Weeks celebration of perfect attendance; student incentives</td>
<td>teachers, administrators</td>
<td>6weeks</td>
<td>Pull-Out</td>
<td>Title I</td>
<td>$200.00</td>
<td>Progress</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Daily attendance check phone calls to parents</td>
<td>counselor, office staff</td>
<td>daily</td>
<td>After Sch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Recognition and celebration of weekly perfect attendance- Morning announcements</td>
<td>administrators</td>
<td>weekly</td>
<td>After Sch</td>
<td>Title I</td>
<td>$200.00</td>
<td>Progress</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Attendance data bulletin board with classroom attendance weekly averages</td>
<td>Parent Liaison</td>
<td>6 weeks</td>
<td>After Sch</td>
<td></td>
<td></td>
<td>Progress</td>
</tr>
</tbody>
</table>

### Expectations
### Focus

**SMART Goal (Target Element)**

Attendance - By June 2019, the average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 94 to 98%

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Progress Monitoring Schedule: BOY (August 20 - November 2)</th>
<th>MOY (November 5 - February 22)</th>
<th>EOY (February 25 - May 31)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BOY %</strong></td>
<td><strong>MOY %</strong></td>
<td><strong>EOY %</strong></td>
<td><strong>Target %</strong></td>
</tr>
<tr>
<td>97%</td>
<td></td>
<td></td>
<td>99%</td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>0%</td>
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<tr>
<td>0%</td>
<td></td>
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<td>0%</td>
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</table>

### Action Step Progress Measure

<table>
<thead>
<tr>
<th>Implementation Action Steps - Progress (Target Element Strategies)</th>
<th>Implementation Evidence</th>
<th>BOY Status</th>
<th>MOY Status</th>
<th>EOY Status</th>
<th>Reflections/Feedback (+/∆)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-(Progress) 6 Weeks celebration of perfect attendance</td>
<td>report</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-(Achievement) Daily attendance check phone calls to parents</td>
<td>phone log</td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-(Progress) Recognition and celebration of weekly perfect attendance- Morning announcements</td>
<td>6 weeks perfect attendance reports</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-(Progress) Attendance data bulletin board with classroom attendance weekly averages</td>
<td>bulletin board</td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 2018-19 Schoolwide Programs: Campus Improvement Plan

## Family/Community Engagement and Health Related Action Plan

**Principal:** Elida Gonzalez  
**Leadership Director:** Todd Koppes

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

### Focus SMART Goal

<table>
<thead>
<tr>
<th>Title I Component</th>
<th>PBMAS</th>
<th>Implementation Action Steps (Target Element Strategies)</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>PD Code</th>
<th>Budget Source</th>
<th>Amnt</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1,6,10</td>
<td>LEP Promote PTO / PAWS during Open House and every parent meeting.</td>
<td>Leadership Team</td>
<td>BOY After Sch</td>
<td>Local</td>
<td>$ 1,000.00</td>
<td>FAMILY</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1,6,10</td>
<td>Incentives for parents that attend events</td>
<td>PTO president</td>
<td>every 6 weeks After Sch</td>
<td>Local</td>
<td>$ 200.00</td>
<td>FAMILY</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1,6,10</td>
<td>Monitoring report cards going home after Fitness Gram</td>
<td>PE Teacher; Teachers, office staff</td>
<td>after test After Sch</td>
<td>Local</td>
<td>$ 500.00</td>
<td>HEALTH</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1,6,10</td>
<td>4 Parent Night Events focused on Academics</td>
<td>Leadership team</td>
<td>2 x per semester Monthly After Sch</td>
<td>Local</td>
<td>$ 100.00</td>
<td>FAMILY</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1,6,10</td>
<td>All Pro Dads Program</td>
<td>AP, Teacher</td>
<td>Monthly After Sch</td>
<td>Local</td>
<td>$ 100.00</td>
<td>FAMILY</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1,6,10</td>
<td>Parent University</td>
<td>Community Leaders AABC</td>
<td>Spring Sem for 13 weeks After Sch</td>
<td>Local</td>
<td>$ 100.00</td>
<td>FAMILY</td>
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</tr>
<tr>
<td>7</td>
<td>1,6,10</td>
<td>Parent Trainings Monthly</td>
<td>Counselor, Parent Liaison</td>
<td>Monthly After Sch</td>
<td>Local</td>
<td>$ 100.00</td>
<td>FAMILY</td>
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<tr>
<td>8</td>
<td>1</td>
<td>ESL classes - Adult Ed.</td>
<td>Mrs. Brinkley</td>
<td>Weekly After Sch</td>
<td>Local</td>
<td>$ 100.00</td>
<td>FAMILY</td>
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<tr>
<td>9</td>
<td>1,6,10</td>
<td>Walking school bus</td>
<td>leadership team, teachers, community, pto</td>
<td>once a sem. After Sch</td>
<td>Local</td>
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<td>HEALTH</td>
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</table>

### Alignment

<table>
<thead>
<tr>
<th>Goal</th>
<th>SMART Goal</th>
<th>Implementation</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>PD Code</th>
<th>Budget Source</th>
<th>Amnt</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Parent/family participation in at least 2 campus-based events will increase 50% through participation All Pro Dads, Carnivals, Parent University, Family Academic Nights, Family Fun Night.</td>
<td>Leadership Team</td>
<td>BOY After Sch</td>
<td>Local</td>
<td>$ 1,000.00</td>
<td>FAMILY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2</td>
<td>Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from 100% to 95%.</td>
<td>Leadership team</td>
<td>2 x per semester</td>
<td>After Sch</td>
<td>Local</td>
<td>$ 500.00</td>
<td>FAMILY</td>
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</tr>
<tr>
<td>Goal 3 (Optional)</td>
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<td>Goal 4 (Optional)</td>
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</tbody>
</table>
# 2018-19 Schoolwide Programs: Campus Improvement Plan

**Principal:** Elida Gonzalez  
**Leadership Director:** Todd Koppes

## Opportunity

<table>
<thead>
<tr>
<th>Focus</th>
<th>SMART Goal (Target Element)</th>
<th>Progress Monitoring Schedule:</th>
<th>BOY (August 20 - November 2)</th>
<th>MOY (November 5 - February 22)</th>
<th>EOY (February 25 - May 31)</th>
<th>Target %</th>
<th>Difference</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>BOY %</td>
<td>MOY %</td>
<td>EYO %</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent/family participation in at least 2 campus-based events will increase 50% through participation All Pro Dads, Carnivals, Parent University, Family Academic Nights, Family Fun Night,</td>
<td>30%</td>
<td>50%</td>
<td>-20.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from</td>
<td>80%</td>
<td>95%</td>
<td>-15.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% of students will participate in Wellness/ Blue Zone Activities such as Walking School Bus</td>
<td>75%</td>
<td>100%</td>
<td>-25.0%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>0%</td>
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</table>

## Implementation Action Steps - Progress (Target Element Strategies)

<table>
<thead>
<tr>
<th>Action Step Progress Measure</th>
<th>Implementation Action Steps - Progress (Target Element Strategies)</th>
<th>Implementation Evidence</th>
<th>BOY Status</th>
<th>MOY Status</th>
<th>EOY Status</th>
<th>Reflections/Feedback (+/Δ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 agendas, attendance sign in forms</td>
<td>Promote PTO / PAWS during Open House and every parent meeting.</td>
<td>Parent sign-in sheets, PTO applications</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 sign in sheets</td>
<td>Incentives for parents that attend events</td>
<td>Parent sign-in Sheets</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 report</td>
<td>Monitoring report cards going home after Fitness Gram</td>
<td>Reports from PE pictures of event, facebook</td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 pictures</td>
<td>4 Parent Night Events focused on Academics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 parent sign in forms</td>
<td>All Pro Dads Program</td>
<td>Parent sign-in sheets</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 registration</td>
<td>Parent University</td>
<td>Registration forms</td>
<td>Not Started</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 sign in sheets</td>
<td>Parent Trainings Monthly</td>
<td>Parent sign-in sheets</td>
<td>On Target</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8 registration</td>
<td>ESL classes - Adult Ed.</td>
<td>Registration forms</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 pictures</td>
<td>Walking school bus</td>
<td>pictures of event, facebook</td>
<td>On Target</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>