2018-19 Schoolwide Programs: Campus Improvement Plan

127-CC Moss ES
Principal: Charla Staten
Executive Director: Shawn Buchanan

State Accountability Status

Met Standard

Campus Distinctions
Top 25% Closing Achievement Gap
Top 25% Student Progress
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:

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

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1: Student Achievement</td>
<td>65</td>
</tr>
<tr>
<td>Domain 2: School Progress</td>
<td>85</td>
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<td>Domain 3: Closing The Gaps</td>
<td>78</td>
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</table>

SBDM Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tivia Devonish</td>
<td>Additional Appointed Rep</td>
</tr>
<tr>
<td>Mocha Roberts</td>
<td>Campus Non-Tch Prof</td>
</tr>
<tr>
<td>Regina Blair</td>
<td>Teacher</td>
</tr>
<tr>
<td>Michael Benson</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lexa Richmond</td>
<td>Teacher</td>
</tr>
<tr>
<td>Arlinda Brown</td>
<td>Teacher</td>
</tr>
<tr>
<td>Latonya Copeland</td>
<td>District-Level Staff</td>
</tr>
<tr>
<td>Mary Juarez</td>
<td>Parent</td>
</tr>
<tr>
<td>Eartha Nelms</td>
<td>Parent</td>
</tr>
<tr>
<td>Jackie Taylor</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Glenda Perry</td>
<td>Community Rep</td>
</tr>
<tr>
<td>Gregory Franklin</td>
<td>Business Rep</td>
</tr>
<tr>
<td>Jack Crane</td>
<td>Business Rep</td>
</tr>
<tr>
<td>Jasandra Shaw</td>
<td>Additional Appointed Rep</td>
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</tbody>
</table>

Click here to see the full Guide to Campus Assurances

Fort Worth ISD Mission
Preparing ALL students for success in college, career, and community leadership.
### Comprehensive Needs Assessment Summary for 2018-2019

**Campus:** Christene C. Moss Elementary  
**Principal:** Charla Staten

<table>
<thead>
<tr>
<th>Data Sources Used</th>
<th>Graduation</th>
<th>Feeder Pattern Analysis</th>
<th>Surveys</th>
<th>Attendance</th>
<th>Cohort Analysis</th>
<th>Data Accuracy</th>
<th>Discipline</th>
<th>Support Systems</th>
<th>Intervention Services</th>
<th>Curricular</th>
<th>Dropout Identification</th>
<th>Student Data</th>
<th>Instruction</th>
<th>Achievement Gap</th>
<th>Fund Balance</th>
<th>Voc-Customer Feedback</th>
<th>Other - enter data source here</th>
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<tr>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<td>Yes</td>
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<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
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### Area Reviewed

<table>
<thead>
<tr>
<th>Area Reviewed</th>
<th>Summary of Strengths</th>
<th>Summary of Needs</th>
<th>Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>1. The mobility rate on the campus is at 16.7%.</td>
<td>1. Students in Prek and Kinder have an average of 91% attendance rate with a campus average of 95%.</td>
<td>1. Increase all student’s proficiency in English Language Arts.</td>
</tr>
<tr>
<td></td>
<td>2. Students lack proficiency in writing consistently amongst all grade levels.</td>
<td>2. Increase the use of data and monitor it impacts on instruction 3. Increase attendance rate by 3% in all grade</td>
<td></td>
</tr>
<tr>
<td>Student Achievement</td>
<td>1. The campus made double digit gains in math, writing and science in ALL student groups</td>
<td>1. Reading decreased in all subgroups according to STAAR data</td>
<td>4. Increase the family engagement in regards to learning district and campus expectations.</td>
</tr>
<tr>
<td></td>
<td>2. Due to consistent professional learning, students in 1st-2nd are consistently receiving</td>
<td>2. Students lack proficiency in writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. According to the discipline data, 35% of the students are need in social skills lessons to help with conflict resolution due to the increase in students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Culture and Climate</td>
<td>1. According to the Campus Based Surveys, staff morale has increased and is stated the school is a ‘family atmosphere’</td>
<td>1. According to the discipline data, 35% of the students are need in social skills lessons to help with conflict resolution due to the increase in students</td>
<td></td>
</tr>
<tr>
<td>Staff Quality/Professional Development</td>
<td>1. Staff seeks professional development according to their individual needs.</td>
<td>1. Currently there are 8 teachers with 0-5 years of experience within the primary grade levels, continuous professional development and peer coaching is currently being provided.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2. Teachers attend professional development throughout the school year, but little to no evidence is being documented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum, Instruction, and Assessment</td>
<td>1. Data meetings are held to disaggregate data and plan for targeted instruction to address the needs of DLE students.</td>
<td>1. DLE students have limited experience with Spanish literature.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2. Teachers provide limited access to review or reteach lowest Student Expectations based on the Mastery of the Curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and Community Involvement</td>
<td>1. Throughout the year, we have consistently had at least 2 Family Nights per semester with participation of over 100 families.</td>
<td>1. Parents are unaware of the academic goals of the school and the student's individual goals.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2. There has been a 10% increase in parent volunteers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>2. There is a lack of parent volunteers in different capacities to help support the campus and limited male presence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Context and Organization</td>
<td>1. Scheduled PLC’s and RTI meetings to ensure continuity.</td>
<td>1. Increase in student participation of interest clubs enrichment activities.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>2. Increase effective teacher and parent communication.</td>
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</table>
### Summary by Fund Source

<table>
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<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>
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<td>Student Outcome Goals</td>
<td>7,200</td>
<td>0</td>
<td>0</td>
<td>584</td>
<td>0</td>
<td>1,970</td>
<td>17,400</td>
<td>$ 27,154</td>
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<tr>
<td>Campus Needs - Student Achievement</td>
<td>5,500</td>
<td>3,432</td>
<td>0</td>
<td>0</td>
<td>209</td>
<td>0</td>
<td>89,320</td>
<td>$ 98,461</td>
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<tr>
<td>Campus Needs</td>
<td>5,450</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$ 5,450</td>
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<tr>
<td>Parent/Family Engagement Health-Related</td>
<td>5,968</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5,600</td>
<td>$ 11,568</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 24,118</strong></td>
<td><strong>$ 3,432</strong></td>
<td>-</td>
<td><strong>$ 584</strong></td>
<td><strong>$ 209</strong></td>
<td><strong>$ 1,970</strong></td>
<td><strong>$ 112,320</strong></td>
<td><strong>$ 142,633</strong></td>
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<tr>
<td><strong>Allocations</strong></td>
<td><strong>24,044</strong></td>
<td><strong>3,432</strong></td>
<td>-</td>
<td><strong>584</strong></td>
<td><strong>209</strong></td>
<td><strong>1,970</strong></td>
<td><strong>112,842</strong></td>
<td><strong>143,081</strong></td>
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<td><strong>Percent Budgeted</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td>NA</td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
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### Other Funding Sources

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<th>Source</th>
<th>PTA/PTO</th>
<th>Community Partner</th>
<th>Corporate</th>
<th>Non-Profit</th>
<th>FWCP</th>
<th>Focus/Priority</th>
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<tr>
<td>Amount</td>
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<td></td>
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<td><strong>$ 35,000.00</strong></td>
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### Allocations

<table>
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<tr>
<th>Source</th>
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<td>Student Outcome</td>
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<tr>
<td>Student Achievement</td>
<td>5,000</td>
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<tr>
<td>Campus Needs</td>
<td>200</td>
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<tr>
<td>Family/Health</td>
<td>-</td>
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</table>
## Student Outcome Goals

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

**Principal:** Charla Staten  
**Leadership Director:** Shawn Buchanan

Fort Worth ISD

### Student Outcome Goal Alignment

| Goal: 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 |
| 43% to 58% EOY |

### 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>4</td>
<td>Provide Professional Development on Deconstructed Learning Objectives and Measureable Objectives</td>
<td>Teachers, Instructional Coaches, and Administration</td>
<td>Aug-Oct</td>
<td>Faculty Mgt Title I</td>
<td>$1,000.00</td>
<td>Tchr/Staff Quality</td>
<td></td>
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<tr>
<td>2</td>
<td>4</td>
<td>Provide Achieve 3000 training to teachers for effective implementation</td>
<td>Teachers, Instructional Coaches, Data Analyst, and Administrators</td>
<td>Aug-Oct</td>
<td>Pull-Out</td>
<td>Title I</td>
<td>$1,000.00</td>
<td>Tchr/Staff Quality</td>
</tr>
<tr>
<td>3</td>
<td>2,8,9</td>
<td>Provide training with implementation of Weekly Data Meetings using the Paul Bambrick Protocols and Best Instructional Practices.</td>
<td>Teachers, Instructional Coaches, Data Analyst, and Administrators</td>
<td>Aug-Oct</td>
<td>Pull-Out/PLC Local</td>
<td>$1,000.00</td>
<td>Achievement</td>
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<tr>
<td>4, 9</td>
<td>CTE-LEP</td>
<td>Provide training on Neuhaus and Estrillata Literacy Instruction to provide foundational reading skills</td>
<td>Teachers, Instructional Coaches, and Administrators</td>
<td>Aug-Feb</td>
<td>Pull-Out</td>
<td>SPED</td>
<td>$1,970.00</td>
<td>Tchr/Staff Quality</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Provide Coaching for Neuhaus instruction for best instructional practices</td>
<td>Neuhaus Coach, Teachers, Instructional Coaches, and Administrators</td>
<td>Oct-May</td>
<td>PLC Local</td>
<td>$1,000.00</td>
<td>Tchr/Staff Quality</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>Provide incentives for students who have met their semester within Smarty Ants and Kid Biz</td>
<td>Teachers, Instructional Coach, Administrator</td>
<td>Oct- May</td>
<td>Faculty Mgt Local</td>
<td>$1,000.00</td>
<td>Closing Gaps</td>
<td></td>
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<tr>
<td>7</td>
<td>10</td>
<td>Provide headphones and other electronic devices for usage of district mandated technology software</td>
<td>Technology Coordinator</td>
<td>Nov-Dec</td>
<td>After Sch Local</td>
<td>$4,200.00</td>
<td>Culture and Climate</td>
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<tr>
<td></td>
<td>7,9,10</td>
<td>Implement Accelerated Reader to promote the literacy for Kindergarten through Fifth Grade</td>
<td>Librarian, Teachers, and Administrators</td>
<td>Sept-May</td>
<td>Faculty Mgt</td>
<td>Title I</td>
<td>Closing Gaps</td>
<td></td>
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<tr>
<td>9</td>
<td>1,9</td>
<td>Implement LLI and SIL Intervention</td>
<td>Librarian, Teachers, and</td>
<td>Sept-May</td>
<td>Faculty Mgt</td>
<td>Other</td>
<td>$ 3,800.00</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>Conduct benchmark testing for reading levels utilizing Fountas and Pinnell</td>
<td>Teacher, Instructional Coaches, and Administrators</td>
<td>Sept-May</td>
<td>Faculty Mgt/PLC</td>
<td>Other</td>
<td>$ 15,000.00</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>8</td>
<td>Push In and pull out tutors to support best instructional practices</td>
<td>Teacher, Instructional Coaches, and Administrators</td>
<td>Sept-May</td>
<td>Title I</td>
<td></td>
<td>$ 10,000.00</td>
<td></td>
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<tr>
<td>12</td>
<td>2,3</td>
<td>Planning Sessions for instructional planning calendars and PLC discussion</td>
<td>Teacher, Instructional Coaches, and Administrators</td>
<td>Sept-May</td>
<td>Pull-Out</td>
<td>Title I</td>
<td>$ 10,100.00</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>LEP Provide instructional materials and PLC's in Spanish for DLE classes</td>
<td>Teacher, Instructional Coaches, and Administrators</td>
<td>Sept-Feb</td>
<td>Bilingual</td>
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<td>$ 1,500.00</td>
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<tr>
<td>14</td>
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<td>$ 584.00</td>
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</table>
## 2018-19 Schoolwide Programs: Campus Improvement Plan

**Principal:** Charla Staten

**Leadership Director:** Shawn Buchanan

### 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 Systems:**

<table>
<thead>
<tr>
<th>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 43 to 58 percent.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in grades K–1 reading on or above grade level as measured by FWISD universal screen/progress monitoring tool</td>
</tr>
<tr>
<td>Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading</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>
</tr>
</tbody>
</table>

### Action Step

**Action Step Progress Measure**

<table>
<thead>
<tr>
<th>Action Step</th>
<th>Implementation Action Steps - Progress (Target Element Strategies)</th>
<th>Implementation Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom observations will be conducted by school administrators that focus on the lesson structure of Achieve 3000.</td>
<td>1-(Tchr/Staff Quality) Provide Professional Development on Deconstructed Learning Objectives and Measureable Objectives</td>
<td>Teachers will align learning objectives and instruction daily and utilize IPC’s to demonstrate deconstructed TEKS which will be documented in Strive Observations and Feedback Conferences</td>
</tr>
<tr>
<td>Conduct weekly/biweekly data meetings to discuss student progress based by TEKS and reteaching. Teachers will implement the components of Neuhaus and Estritleta that focus on literacy foundational skills.</td>
<td>3-(Achievement) Provide training with implementation of Weekly Data Meetings using the Paul Bambrick Protocols and Best Instructional Practices.</td>
<td>Campus Data Binder will contain data reports detailing the students who are in need of assistance and skills that will need to be retaught. 100% of the teacher will implement best practices of the program with 100% fidelity. This will be tracked through STRIVE documentation and coaching walkthroughs.</td>
</tr>
<tr>
<td></td>
<td>4-(Tchr/Staff Quality) Provide training on Neuhaus and Estrillete Literacy Instruction to provide foundational reading skills</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Coaches will provide feedback on best instructional practices.</td>
<td>5-(Tchr/Staff Quality) Provide Coaching for Neuhaus instruction for best instructional practices</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>Planned incentives for students who meet monthly goals</td>
<td>6-(Closing Gaps) Provide incentives for students who have met their semester within Smarty Ants and Kid Biz</td>
</tr>
<tr>
<td>7</td>
<td>Planned agendas and calendar prior to the meeting with action Track students growth for BOY, MOY, and EOY in which students will check out books according to their level.</td>
<td>7-(Culture and Climate) Conduct effective Professional Learning Communities that focus on Professional Learning and Data which will be facilitated by the Data Analyst.</td>
</tr>
<tr>
<td>8</td>
<td>Teachers will implement the components of LLI and SIL to fidelity through daily small group instruction.</td>
<td>8-(Closing Gaps) Implement Accelerated Reader to promote the literacy for Kindergarten through Fifth Grade</td>
</tr>
<tr>
<td>9</td>
<td>#REF!</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Teachers will track students levels in shared document in which will be utilized to group students for SGGR.</td>
<td>10-(Achievement) Conduct benchmark testing for reading levels utilizing Fountas and Pinnell</td>
</tr>
<tr>
<td>11</td>
<td>Track student growth with progress measures of BOY, MOY, and EOY Teacher will plan for the six weeks in order to develop effective plans Teacher will utilized instructional materials in small group instruction</td>
<td>11-{Push In and pull out tutors to support best instructional practices</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>12-(Achievement) Planning Sessions for instructional planning calendars and PLC discussion</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>13-{Provide instructional materials and PLC's in Spanish for DLE classes</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
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</tr>
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</table>
## Focus SMART Goal Campus Priorities

### Goal 1
**Reading** - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will

<table>
<thead>
<tr>
<th>Baseline (BOY)</th>
<th>Target (EOY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches</td>
<td>Master or Accelerated</td>
</tr>
<tr>
<td>66%</td>
<td>76.00%</td>
</tr>
<tr>
<td>35%</td>
<td>45.00%</td>
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<tr>
<td>16%</td>
<td>20.00%</td>
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</tbody>
</table>

### Goal 2
**Writing** - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will

<table>
<thead>
<tr>
<th>Baseline (BOY)</th>
<th>Target (EOY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches</td>
<td>Master or Accelerated</td>
</tr>
<tr>
<td>44%</td>
<td>65%</td>
</tr>
<tr>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>4%</td>
<td>10%</td>
</tr>
</tbody>
</table>

### Goal 3

### Goal 4

## 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>1,3</td>
<td>CTE - Provide Professional Learning on the Campus and District Writing</td>
<td>Teachers, Instructional, Instructional Coaches, and Administrators</td>
<td>Aug-Sept</td>
<td>Faculty Mgt</td>
<td>Other</td>
<td>$5,000.00</td>
<td>Culture and Climate</td>
</tr>
<tr>
<td>2</td>
<td>8,9</td>
<td>CTE - Provide training to the teachers with ALL In Learning for 1st-5th Grade</td>
<td>Teachers, Instructional Coaches, and Administrators</td>
<td>Sept-Oct</td>
<td>PLC</td>
<td>Title I</td>
<td>$1,000.00</td>
<td>Tchr/Staff Quality</td>
</tr>
<tr>
<td>3</td>
<td>3,4</td>
<td>CTE - Conduct effective Professional Learning Communities that focus on Professional Learning and Data which will be facilitated by the Data Analyst.</td>
<td>Teachers, Instructional Coaches, and Administrators</td>
<td>Aug-May</td>
<td>PLC</td>
<td>Title I</td>
<td>$77,320.00</td>
<td>Closing Gaps</td>
</tr>
<tr>
<td>4</td>
<td>8,9</td>
<td>Utilize All In Learning Clickers and other software to track student progress with the Weekly Learning Objectives.</td>
<td>Teachers, Instructional Coaches, and Administrators</td>
<td>Oct-June</td>
<td>Pull-Out/PLC</td>
<td>Title I</td>
<td>$5,000.00</td>
<td>Progress</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>Provide writing training for teachers utilizing Lucy Calkins writing series.</td>
<td>Teachers, Instructional Coaches, and Administrators</td>
<td>Aug-December</td>
<td>Pull-Out</td>
<td>Local</td>
<td>$500.00</td>
<td>Tchr/Staff Quality</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
<td>Utilize teachers to support Tier III and Tier II students with after school tutorials and Saturday Enrichment Camp.</td>
<td>Teachers, Instructional Coaches, and Administrators</td>
<td>Jan-April</td>
<td>After Sch</td>
<td>SCE</td>
<td>$3,432.00</td>
<td>Closing Gaps</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>Conduct English Language Arts PLC’s to reflect best instructional practices and next steps</td>
<td>Teachers, Instructional Coaches and Administrors</td>
<td>Sept-May</td>
<td>PLC</td>
<td>Title I</td>
<td>$6,000.00</td>
<td>Closing Gaps</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>CTE - Provide registration fee for staff to attend professional development in the areas of their content that support the district and campus goals.</td>
<td>Teachers, Instructional Coaches and Administrors</td>
<td>Sept-June</td>
<td>Local</td>
<td></td>
<td>$5,000.00</td>
<td>Tchr/Staff Quality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilize hands on learning in all content areas in which the students will have to utilize their journals to write their new learning.</td>
<td>Teachers, Instructional Coaches and Administrors</td>
<td>Oct-June</td>
<td>GT</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$ 209.00 Closing Gaps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Opportunity

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

### Focus SMART Goal (Target Element)

#### Progress Monitoring (Target Element Systems)

<table>
<thead>
<tr>
<th>Focus</th>
<th>MOY (Approaches)</th>
<th>MOY (Meets or Expected)</th>
<th>MOY (Masters or Accelerated)</th>
<th>EOV (Approaches)</th>
<th>EOV (Meets or Expected)</th>
<th>EOV (Masters or Accelerated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 (+/Δ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom observations will be conducted by school administrators that focus on implementation and effectiveness of district.</td>
<td>Provide Professional Learning on the Campus and District English Language Arts Expectations</td>
<td>PLC Agenda and Notes in Google</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor fidelity of the program through walkthroughs</td>
<td>Provide training to the teachers with ALL In Learning for 1st-5th Grade</td>
<td>Agenda and implementation to fidelity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilizing the script, data meeting facilitators will deconstruct the standard, teacher exemplar, and the student assessment to determine the next step</td>
<td>Conduct effective Professional Learning Communities that focus on Professional Learning and Data which will be facilitated by the Data Analyst</td>
<td>Weekly Data Meetings and implementation of reteaching strategies discussed during the meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students and teachers will utilize program to determine action steps</td>
<td>Utilize All In Learning Clickers and other software to track student progress with the Weekly Learning Objectives.</td>
<td>Track data discussion during PLC’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom observations will be conducted by school administrators that focus on implementation and effectiveness of district.</td>
<td>Provide writing training for teachers utilizing Lucy Calkins writing series.</td>
<td>Sign In Sheets and implementation of Lucy Calkins writing during walkthroughs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based from data, students will be selected and focus on skills in which assist with meeting the goals of the district and campus.</td>
<td>Utilize teachers to support Tier III and Tier II students with after school tutorials and Saturday Enrichment Camp.</td>
<td>Attendance Rosters and Flyers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Analyze Walkthrough/Feedback to determine best instructional practices and next steps.</td>
<td>Conduct English Language Arts PLC’s to reflect best instructional practices and next steps.</td>
<td>Agenda and implementation to fidelity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Based on data, attend professional development based on walkthroughs and feedback.</td>
<td>Provide registration fee for staff to attend professional development in the areas of their content that support the district and campus goals.</td>
<td>Campus presentations that will be redelivered to the campus.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2018-19 Schoolwide Programs: Campus Improvement Plan

### Campus Needs

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

<table>
<thead>
<tr>
<th>Focus SMART Goal</th>
<th>Campus Priorities</th>
<th>Goal 1</th>
<th>Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 94% to 96%</th>
<th>Baseline (BOY)</th>
<th>to Target</th>
<th>by Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Components</td>
<td>PBMAS</td>
<td>Implementation Action Steps (Target Element Strategies)</td>
<td>Person(s) Responsible</td>
<td>Timeline</td>
<td>PD Code</td>
<td>Budget Source</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Create a data wall in which displays monthly attendance</td>
<td>Data Clerk, Administrator</td>
<td>Sept- May</td>
<td>Local</td>
<td>$250.00</td>
</tr>
<tr>
<td>2</td>
<td>1, 2</td>
<td>Provide six week recognition for students who met attendance expectations</td>
<td>Counselor, Administrator, Data Clerk</td>
<td>Oct- May</td>
<td>Local</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>3</td>
<td>2,6,9</td>
<td>Meet with individual parents about chronic absenteeism</td>
<td>Stay In School Coordinator and Administrator</td>
<td>Sept- May</td>
<td>Local</td>
<td>$200.00</td>
</tr>
<tr>
<td>4</td>
<td>6,9</td>
<td>Conduct Home Visits for families with chronic absenteeism and/or tardies</td>
<td>Stay In School Coordinator, Parent Liaison, Teacher, Counselor, and Administrator</td>
<td>August- May</td>
<td>Other</td>
<td>$200.00</td>
</tr>
</tbody>
</table>

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.
## 2018-19 Schoolwide Programs: Campus Improvement Plan
Principal: Charla Staten

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

### Focus
SMART Goal (Target Element)

<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 (+/Δ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Data Clerk will maintain display of the monthly charts by grade level to show which grade level has the best attendance. Increase the number of students being recognized by promoting school attendance. Through SART meetings, meet with parents according to discussion on data.</td>
<td>Teachers will encourage students to attend school for the class incentives.</td>
<td>BOY %</td>
<td>MOY %</td>
<td>EOY %</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1-(Progress) Create a data wall in which displays monthly attendance</td>
<td></td>
<td>BOY Status</td>
<td>MOY Status</td>
<td>EOY Status</td>
<td>Reflections/Feedback (+/Δ)</td>
</tr>
<tr>
<td>3</td>
<td>2-(Culture and Climate) Provide six week recognition for students who met attendance expectations</td>
<td>Provide certificates for students who have 2 or less absences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3-(Culture and Climate) Meet with individual parents about chronic absenteeism</td>
<td>SART letters, signatures of meetings, and data reports.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4-(Culture and Climate) Conduct Home Visits for families with chronic absenteeism and/or tardies</td>
<td>Home Visit sign in sheets and information about attendance that will be included in family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidence
- Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from 94 % to 96%
- Implement LLI and SIL Intervention

### Progress Monitoring (Target Element Systems)

<table>
<thead>
<tr>
<th>BOY %</th>
<th>MOY %</th>
<th>EOY %</th>
<th>Target %</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>96 %</td>
<td>0 %</td>
<td>0 %</td>
<td>96 %</td>
<td>0 %</td>
</tr>
<tr>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
<tr>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>
### Family/Community Engagement and Health Related Action Plan

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

#### SMART Goal

**Focus**

**Title I Component**

**PBMAS**

**Implementation Action Steps (Target Element Strategies)**

**Person(s) Responsible**

**Timeline**

**PD Code**

**Budget Source**

**Amnt**

**Focus**

---

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action Steps</th>
<th>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>Teachers will conduct two report card pick to discuss student's progress</td>
<td>Teachers, Administrators</td>
<td>Sept- March</td>
<td>After Sch</td>
<td>Local</td>
<td>$1,500.00</td>
<td>FAMILY</td>
</tr>
<tr>
<td>2</td>
<td>Teacher will conduct Fitness Gram and send home report cards of the Fitness Gram</td>
<td>P.E. Teacher, Administrator</td>
<td>January-March</td>
<td>Local</td>
<td>$200.00</td>
<td>HEALTH</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Students will create goals pertaining to the Fitnessgram</td>
<td>P.E. Teacher, Administrator</td>
<td>Sept- March</td>
<td>Local</td>
<td>$100.00</td>
<td>HEALTH</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Provide communication with parents with utilizing social media and other means of communication about upcoming events</td>
<td>Parent Communication Specialist, Administrator</td>
<td>Aug- June</td>
<td>After Sch</td>
<td>Local</td>
<td>$1,668.00</td>
<td>FAMILY</td>
</tr>
<tr>
<td>5</td>
<td>Provide Family Learning Nights in which parents understand campus and district expectations</td>
<td>Parent Communication Specialist, Administrator, Teachers</td>
<td>Aug- June</td>
<td>After Sch</td>
<td>Title I</td>
<td>$5,500.00</td>
<td>FAMILY</td>
</tr>
<tr>
<td>6</td>
<td>Provide a weekly newsletter that provides families with best practices and upcoming events.</td>
<td>Parent Communication Specialist, Administrator, Teachers</td>
<td>Sept- June</td>
<td>Local</td>
<td></td>
<td>$1,000.00</td>
<td>FAMILY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct a parent survey to gauge how the campus can improve</td>
<td>Parent Communication Specialist, Administrator, Teachers</td>
<td>Sept-June</td>
<td>Local</td>
<td>$1,000.00</td>
<td>FAMILY</td>
</tr>
<tr>
<td>---</td>
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<td>----------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
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<td>--------</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Participate in the International Walk to School Day which is the Kick off for the Walking Wednesdays.</td>
<td>Parent Communication Specialist, Administrator</td>
<td>Oct-June</td>
<td>Local</td>
<td>$500.00</td>
<td>HEALTH</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Provide Parent Engagement Classes in which parents will parenting tips</td>
<td>Parent Communication Specialist, Administrator</td>
<td>Oct-June</td>
<td>Title I</td>
<td>$100.00</td>
<td>FAMILY</td>
</tr>
</tbody>
</table>