

223-Cesar Chavez ES

Monica Ordaz

Xavier Sanchez

2018-19 Schoolwide Programs: Campus Improvement Plan

223-Cesar Chavez ES

Principal: Monica Ordaz

Executive Director: Xavier Sanchez

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

relevant instruction. We inspire students to be life-long learners, and equip them with critica

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	64
Domain 2: School Progress	85
Domain 3: Closing The Gaps	76

SBDM Members

Name	Role
Ann Lupold	Campus Non-Tch Prof
Rebecca Gutierrez	Teacher
Raquel Flores	Teacher
Sendy Casas	Teacher
Eva Hill	Community Rep
Melva Samayoa	Community Rep
Erika Jones	Parent
Veronica Cerda	Parent
Ricardo Rivera	Business Rep
Lilly Beley	District-Level Staff
Barbara Liles	Teacher
Maria Cacique	Parent
Martina Shanks	Business Rep
Maria Georgina Lopez	Parent
	Select
	Select
	Select
	Select

Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Cesar Chavez Elementary

Principal: Monica Ordaz

Data Sources Used Make a selection for each by choosing from the	No	Graduation	Yes	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	Yes	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	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.	Non Transient families stay in our school and students perform well	1.	Transient families remain only for a time and time is lost in transitioning to new school.	1. Demonstrate alignment of instructional expectations in all grades. 2. Improve attendance 3. Create a welcoming environment for all stakeholders. Improve communication 4 5 Build teacher capacity 7. 8. 9.	
	2.	Dual Language and some RP				
Student Achievement	1.	Dual Language students experience growth and achievement	1.	Regular program students experience growth but less achievement		
	2.	Boys Town program has increased				
School Culture and Climate	1.	Positive culture prevails in grade level	1.	Turnover makes keeping teams together		
	2.	Administrative support is felt by				
	3.	Discipline referrals decreased this				
Staff Quality/ Professional Development	1.	PLC time is established	1.	Data protocol and looking at student work needs more practice		
	2.	Teachers are collaborating on	2.	Unpacking TEKS and Creating common assessments needs more practice		
	3.	Teachers provide PD often				
Curriculum, Instruction, and Assessment	1.	2nd -3rd show growth in Achieve and AR	1.	Achieve and AR in 4th and 5th grade growth is more difficult		
	2.	PLTW is established	2.	Classroom libraries are small		

	3.		3. Curriculum shows weaknesses in grammar, real world application of Math, vocabulary across all content, and phonics
Family and Community Involvement	1.	Dual Language families participate in many school events	1. Regular program families participate less in school events
	2.	Many students have strong attendance	2. Chronically absent students account for dips in attendance
			Some high performing students have gone to the new charter school nearby.
			3. There are no daycares or quality after school care easily accessible
School Context and Organization	1.	Two Dual Language Classes are usually full	1. Unstable or uneven class sizes cause bridges and mixed classrooms

		223-Cesar Chavez ES						
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	(Basic Allotment)							
	\$ 31,465	\$ 5,664		\$ 1,719	\$ 374	\$ 2,487	\$ 149,018	190,727

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

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	30,465	5,664	0	1,719	0	0	27,800	\$ 65,648
Campus Needs - Student Achievement	1,000	0	0	0	0	0	1,800	\$ 2,800
Campus Needs	0	0	0	0	0	0	112,918	\$ 112,918
Parent/Family Engagement Health Related	0	0	0	0	374	2,487	6,500	\$ 9,361
TOTAL	\$ 31,465	\$ 5,664	\$ -	\$ 1,719	\$ 374	\$ 2,487	\$ 149,018	\$ 190,727
Allocations	31,465	5,664	-	1,719	374	2,487	149,018	190,727
Percent Budgeted	100%	100%	NA	100%	100%	100%	100%	100%

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

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

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	45% meets, 16% masters	50% meets, 20%
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	50%	75%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	48%	90%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	31%	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	0%	200%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	Priority 1	LEP	Achieve 3000 growth tracker visual displays in every 2-5 reading classroom All classrooms receive supplies, materials, resources, and technology for implementation of best practices.	Reading Teachers	due October 15	PLC	Local	\$ 30,465.00	Progress
2	Priority 1	LEP	k-2 target wall for Smarty Ants and materials for literacy supplied	K-2 Reading Teachers	Oct 15 Check		SCE	\$ 5,664.00	Progress
3	Priority 1	LEP	Bluebonnet Book of the Month	Reading Committee	Monthly	Faculty Mgt	Title I	\$ 5,000.00	Achievement
4	Priority 5	SPED	PLCs to compare growth and share successes, use skills report, achieve lesson structure, journaling	Team Leaders	Oct, Dec, Feb, Apr	PLC			Tchr/Staff Quality
5	Priority 4	SPED	Use faculty meetings to display growth, number of lessons, lesson goals and support all teachers including Bilingual with books and materials needed for instruction.	Administrators	Monthly	Faculty Mgt	Bilingual	\$ 1,719.00	Tchr/Staff Quality
6	Priority 1	SPED	Sight word tracking system to be utilized in grades k-2	Team Leaders K-2	Oct., Jan, April	PLC		\$ 4,000.00	Tchr/Staff Quality
7	Priority 1	LEP	Fluency checks in grades k-2. Vocabulary, Reading Comprehension, and Writing support programs online to assist reading and writing fluency and comprehension.	Reading Teachers	by 6 wks	PLC	Title I	\$ 18,000.00	Tchr/Staff Quality
8	Priority 5	LEP	F&P testing BOY, MOY, and EOY	Reading Teachers/ checked by Data Analyst	Sept, Jan, May	Pull-Out	Title I	\$ 2,700.00	Progress
9	Priority 1	LEP	SGGR fidelity and use of leveled text. Observations for teachers needing to observe master teachers.	Teachers/ checked by admin	Sept	After Sch	Title I	\$ 1,100.00	Progress

10	Priority 1	LEP	Vocabulary on Word walls	Teachers/ checked by admin	Monthly	Faculty Mgt	Title I	\$ 500.00	Tchr/Staff Quality
11	Priority 5	LEP	Centers to be strengthened in PLCs (comprehension, word work, and writing in response to reading)	Team Leaders	Monthly	PLC	Title I	\$ 500.00	Tchr/Staff Quality
12									
13									
14									
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2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Monica Ordaz

Student Outcome Goals Progress Monitoring

Leadership Director: Xavier Sanchez

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)	#VALUE!	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		50.0%			75%	-25.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		48.0%			90%	-42.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		31.0%			200%	-169.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Lexile Growth	Achieve 3000 growth tracker visual displays in every 2-5 reading classroom	Oct. 15 Checklist	On Target			
2 Number of lessons	k-2 target wall for Smarty Ants	Oct. 15 Checklist	On Target			
3 Students/classrooms	Bluebonnet Book of the Month	Bulletin board and posters	On Target			
4 Achieve usage report	PLCs to compare growth and share successes, use skills report, achieve lesson structure, journaling	PLC agendas	On Target			
5 Achieve usage report	Use faculty meetings to display growth, number of lessons, lesson goals	Faculty Meeting Agendas	On Target			
6 F&P growth spreadsheet	Sight word tracking system to be utilized in grades k-2	Walkthroughs and Newsletter pictures	On Target			
7 F&P growth spreadsheet	Routine fluency checks in grades k-2	Campus Spreadsheet	On Target			
8 F&P growth spreadsheet	F&P testing BOY, MOY, and EOY	Campus Spreadsheet	On Target			
9 F&P growth spreadsheet	SGGR fidelity and use of leveled text	Walkthroughs	On Target			
10 Walkthroughs	Vocabulary on Word walls	Newsletter pictures	On Target			
11 Walkthroughs	Centers to be strengthened in PLCs (comprehension, word work, and writing in response to reading)	Walkthroughs				
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Monica Ordaz

Campus Needs - Student Achievement Action Plan

Leadership Director: Xavier Sanchez

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

Focus	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
SMART Goal Campus Priorities	Goal 1	By June 2019 students 85% of students in each grade level will write on or above level using the Thinking Maps writing rubric achieving at least 5/6 in Kindergarten. 4/6= approaches, 5/6= meets, 6/6=masters	0.00%	0.00%	0.00%	30.00%	40.00%	15.00%
	Goal 2	By June 2019 students 85% of students in each grade level will write on or above level using the Thinking Maps writing rubric achieving at least 16/20 points on the rubric in grades 1-5. 14/20= approaches, 16/20= meets, 18/20= masters	0.00%	0.00%	0.00%	30.00%	40.00%	15.00%
	Goal 3							
	Goal 4							

Alignment

Expectations

Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &	
1	Priority 5	LEP	Presentation of elements of a writing classroom workshop and Thinking	Chacin and Varela	August	Faculty Mgt	Title I	\$ 100.00	Tchr/Staff Quality
2	Priority 5	LEP	Learning Walks and PLC discussions to check and support adherence and fidelity to the writing expectations for classrooms	Chacin and Varela	Sept, Oct, Dec, Feb	Faculty Mgt	Title I	\$ 950.00	Tchr/Staff Quality
3	Priority 5	LEP	Training on elements of a writing classroom, thinking maps, and conferencing.	Administrators, Chacin, Fernandez	August	Faculty Mgt	Local	\$ 200.00	Tchr/Staff Quality
4	Priority 4	SPED	Writing Process Folders aligned 1st - 5th grades	Administrators, Chacin, Fernandez	August	Faculty Mgt	Local	\$ 800.00	Progress
5	Priority 5	LEP	Writing Folder checks	CLT	by 6 weeks	Pull-Out	Title I	\$ 750.00	Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

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)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	By June 2019 students 85% of students in each grade level will write on or above level using the Thinking Maps writing rubric achieving at least 5/6 in Kindergarten. 4/6= approaches, 5/6= meets, 6/6=masters						
	By June 2019 students 85% of students in each grade level will write on or above level using the Thinking Maps writing rubric achieving at least 16/20 points on the rubric in grades 1-5. 14/20= approaches, 16/20= meets, 18/20= masters						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Writing practices align	Presentation of elements of a writing classroom workshop and Thinking Maps Rubrics	Agenda	On Target			
2 Teachers utilize aligned rubrics	Learning Walks and PLC discussions to check and support adherence and fidelity to the writing expectations for classrooms	Agenda	On Target			
3 Writing folders utilized with rubrics	Training on elements of a writing classroom, thinking maps, and conferencing.	Agenda	On Target			
4 Student work is organized	Writing Process Folders aligned 1st - 5th grades	Writing Folders in classrooms	On Target			
5 Improved writing scores	Writing Folder checks	Agenda and Notes	On Target			
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

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	By June 2019 we will strengthen our Leadership Teams in STAAR Grades so that their PLCs will demonstrate growth of 8 percentage points at the approaches level for 10 of 13 STAAR tests.			% passing Interim	80% passing	EOY
	Goal 2	By June 2019 we will strengthen our Leadership Teams in K-2 so that their PLCs will result in 80% of students reading on or above grade level by the end of the school year as measured by F&P levels. (In first language for K-1 and English for 2nd with Kinder included at MOY)			56%	80%	EOY
	Goal 3	By June 2019 we will strengthen our Leadership Teams in 1st-2nd grades so that their PLCs will demonstrate instructional outcome of 80% achieving grade level for math as measured by MAP scores.			36%	80%	EOY
	Goal 4						EOY

Title I Components	PBMA	Alignment		Expectations				Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	Priority 5	LEP	Bambrick Looking At Student Work/ Data Use Training- Data Analyst teaches collaboration, callibration, and TEKS analysis within the protocols for looking at student work and data tracking.	Ordaz and Kinhead	Weekly	Pull-Out	Title I	\$ 72,000.00	Tchr/Staff Quality
2	Priority 5	LEP	CLT Establishes Content Area Teams, presents expectations and "look fors" by content, and conducts learning walks by 6 weeks to check implementation progress	Ordaz	August	After Sch	Title I	\$ 4,400.00	Culture and Climate
3	Priority 5	LEP	Creating Common Assessments and data reflection during PLCs and vertical meetings- Supplies, online materials, and assistants provided for implementation of best classroom practices	Coach	Fall	PLC	Title I	\$ 34,800.00	Closing Gaps
4	Priority 4	LEP	Vertical meetings by content and PD to support according to needs	Admin/ CLT	2 fall, 2 spring	Faculty Mgt	Title I	\$ 1,718.00	Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

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	
	By June 2019 we will strengthen our Leadership Teams in STAAR Grades so that their PLCs will demonstrate growth of 8 percentage points at the approaches level for 10 of 13 STAAR tests.					80%	
	By June 2019 we will strengthen our Leadership Teams in K-2 so that their PLCs will result in 80% of students reading on or above grade level by the end of the school year as measured by F&P levels. (In first language for K-1 and English for 2nd with Kinder included at MOY)		56.0%			80%	-24.0%
	By June 2019 we will strengthen our Leadership Teams in 1st-2nd grades so that their PLCs will demonstrate instructional outcome of 80% achieving grade level for math as measured by MAP scores.		36.0%			80%	-44.0%
					0%		

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Student work shows improvement	1-(Tchr/Staff Quality) Bambrick Looking At Student Work/ Data Use Training	Agendas	On Target			
2 Content Leaders planned together for August PD	2-(Culture and Climate) Establishing Content Area Teams within the CLT	Agendas	On Target			
3 Agenda and presentations were	3-(Culture and Climate) Presentation of Expectations/ Look Fors by content by CLT	Agendas and Presentations	On Target			
4 On calendar and 905s	4-(Culture and Climate) Learning Walks to check progress by 6 weeks	Agendas	On Target			
5 Bambrick training attended	5-(Tchr/Staff Quality) Data analyst teaches Collaboration and calibration for deconstructing TEKS, analyzing work, and data tracking	Agendas and charts	On Target			
6 Bambrick training	6-(Closing Gaps) Creating Common Assessments Training	Agendas and charts	On Target			
7 Bambrick training	7-(Progress) Data reflection during PLCs and vertical meetings	Agendas	On Target			
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

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

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Health/ Wellness-By June of 2019 attendance will improve to 97% based on improved health and increased positive engagement.	96%		1-Jun
	Goal 2	Family engagement goal- mobile and transient families will be welcomed and served such that mobile students (new students)will improve from 94% to 96% average daily attendance by May of 2019	94%		1-Jun
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1 ex. 1, 3,	SPED	Social Skills Boys Town weekly skills taught and practiced. Materials for engagement and time management supplied for classrooms.	AP and teachers	weekly		SPED	\$ 1,687.00	
2 Priority 2	LEP	Mobile and transient student procedure established to check attendance ensure social adaptation, monitor grades, and meet with families. PD provided by teachers at Fall Lunch and Learn parent sessions.	Principal, AP and counselor, data clerk	Sept. and by 6 weeks		Title I	\$ 1,300.00	
3 Priority 2	SPED	Special populations- Autism, Special Education, Mobile student progress tracking on grade level data boards	Data Analyst	by 6 weeks		SPED	\$ 800.00	
4 Priority 2	SPED	Autism awareness training for teachers	Dr. Nethers	September	Faculty Mgt			
5 Priority 3	SPED	Colt Pride Committee to establish and implement Social Skill of the Week and other PBIS initiatives including assemblies to build student engagement.	AP and Principal	August-October setup for 6 week assemblies	Faculty Mgt	Title I	\$ 4,200.00	
6 Priority 3	LEP	Attendance and special project recognitions on hallway displays	AP, Librarian, Data Analyst	by 6 weeks		GT	\$ 374.00	
7 Priority 3	LEP	CKH- greetings at the door, Respect agreements, Good Things, Affirmations, parent literacy program PD	AP and Principal	CKH ongoing, Spring Lit. program	Pull-Out/ Vendor	Title I	\$ 1,000.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Monica Ordaz

Leadership Director: Xavier Sanchez

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)	BOY %	MOY %	EOY %	Target %	Difference
	Health/ Wellness-By June of 2019 attendance will improve to 97% based on improved health and increased positive engagement.		96.0%			0%
Family engagement goal- mobile and transient families will be welcomed and served such that mobile students (new students) will improve from 94% to 96% average daily attendance by May of 2019		64.0%			0%	64.0%
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Referrals	Social Skills Boys Town weekly skills	schedule of skills	On Target			
2 attendance improvement	mobile and transient student procedure established to check attendance ensure social adaptation, monitor grades, and meet with families	call notes in focus, progress checks in PLCs, teacher conference logs	On Target			
3 RTI/ IEP goals met	Special populations- Autism, Special Education, Mobile student progress tracking on grade level data boards	Edugence notes, Counselor notes from RTI meetings	On Target			
4 IEP goals met	Autism awareness training for teachers	ARD notes	On Target			
5 Referrals	Colt Pride, Social Skill of the Week	Bucket fillers	On Target			
6 improved attendance	Attendance recognitions on hallway television	attendance bulletin boards	On Target			
7 improved climate	CKH- greetings at the goor, Respect agreements, Good Things, Affirmations	survey results	On Target			
8 Referrals	Hallway supervision- pull out teachers to walk students	hall passes	On Target			
9 Referrals	Assemblies to build engagement	Calendar	On Target			
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16						