Domain 1: Student Achievement	Improvement Required
Domain 2: School Progress	Met Standard
Domain 3: Closing The Gaps	0 H W £ 6 W D Q G D U G

SBDM Members

Name	Role
Claudia Villeda	Teacher
Janet Harris	Teacher
Mirella Barakat	Teacher
Alexandra Deleon	Teacher
Cristal Castillo	Campus Non-Tch Prof
Rose Moreno	District-Level Staff
Catherine Brasier	Parent
Ericson Lopen	Parent
Salvador Carranza	Parent
Eddie Bermea	Business Rep
Javier Tejada	Business Rep
Felicia Hollie	Community Rep
	Select
	Select
	Select
	Select
	Select
	Select

State Accountability Status

Met Standard

SELECT A DISTINCTION DESIGNATION
SELECT A DISTINCTION DESIGNATION

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

the Fort Worth ISD School Board;

the Texas Education Code;

Title I, Part A; and

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.

Fort Worth ISD Mission

PreparingALL students for success in college, career, and community leadership.

Campus:

Principal:

No Graduation	No Feeder Pattern Analysis	Yes Data Accuracy
Yes Attendance	No Cohort Analysis	Yes Surveys
Yes Discipline	No Support Systems	No Fund Balance
Yes Instruction	No Intervention Services	No Recruit & Retain Quality Staff
Yes Curriculum	No	

	2. Spanish Writing Quick Writes 67%	2. 4th Grade Writing is low across the boa		5. Increase student engagement (reduce absences and tardies).
	3. 3rd grade English Reading Benchmark was 57% approaches	3. 3rd Grade Spanish Reading Benchmark was at 31% approaches; 4th grade Reading Benchmark was at 30%.		6.
School Culture and Climate	1. Building relationships through Circle Time	1. Some teachers still don't know all names of those that are new to the building.		7.
	2. More Students showing respect (eagle bucks).			8.
	3. Faculty, parents and students are greeting each other more.			9.
Staff Quality/ Professional Development	1. Consistent new teacher meetings to offer support.	1. Additional training for Achieve.		10.
	2. Pull out PD for SGGR & Data collaboration.	2. Additional time for grade levels to plan together.		

3.

Teacher collaboration within grade levels.

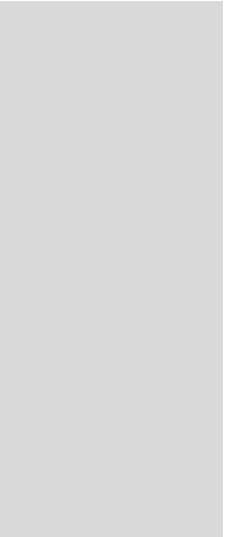3. Need for more vertical team meetings.

1.

Grouping students based on data to work in small groups.

1. 3 ' R Q $ F K L H Y H £

2.

More teachers making real life

1.
The duty schedule involves
everyone on campus. Everyone is

Budget Summary

	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	$ 37,102	$ 5,988		$ 1,220	$ 223	$ 2,990	$ 167,858	215,381

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Julie Cortina

Leadership Director: Hilda Caballero

Summary by Fund Source

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	17,500	0	0	1,220	223	2,990	127,000	$ 148,933
Campus Needs - Student Achievement	10,000	3,300	0	0	0	0	18,800	$ 32,100
Campus Needs	6,000	2,300	0	0	0	0	3,000	$ 11,300
Parent/Family Engagement Health Related	3,000	0	0	0	0	0	19,100	$ 22,100
TOTAL	$ 36,500	$ 5,600	$ -	$ 1,220	$ 223	$ 2,990	$ 167,900	$ 214,433
Allocations	37,102	5,988	-	1,220	223	2,990	167,858	215,381
Percent Budgeted	98%	94%	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

Goal:

					Baseline(BOY)	to Target	by Deadline
					29%	65%	EOY
					23%	70%	EOY
					11%	80%	EOY
					50%	60%	EOY
					50%	70%	EOY

			Alignment						
	Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1	1	LEP	Hire computer lab assitant to assist with providing students the opportunity to complete a 3rd lesson for Achieve and support Smarty Ants	Computer lab assistant, Assistant Principal and Principal	BOY		Title I	$ 25,000.00	

11	1, 9	LEP	Use and monitor AR reading for all 1st to 5th grade students.	Librarian, AP, Principal	Ongoing	Title I	$ 7,000.00	Closing Gaps
12	2, 8, 9	LEP	100% of students will complete BOY, MOY, and EOY assessments and record their results in their data binder.	Administrators, Coaches, Data Analyst	Sept, Jan, May	Local	$ 1,500.00	Progress
13	2, 8, 9	LEP	100% of leadership team will monitor lesson plans, observe delivery of lessons and provide quality feedback.	Administrators, Coaches	Ongoing	Local	$ 3,000.00	Tchr/Staff

			BOY %	MOY %	EOY %	Target %	Difference
			23.0%			70%	-47.0%
			11.0%			80%	-69.0%
			50.0%			70%	-20.0%

		Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status
1		1-() Hire computer lab assitant to assist with providing students the opportunity to complete a 3rd lesson for Achieve and support Smarty Ants	Schedule, Reports indicating at least 90% of students completing 2 lessons.	On Target		
2		2-(Achievement) Monitor weekly achieve lessons and scores for the lessons at the student level.	Reports will reflect students achieving 2 lessons per week.	On Target		
3		2-(Achievement) Monitor weekly achieve lessons and scores for the lessons at the student level.	75% of students will pass 1st time.	Below Target		
4		3-() Monitor F & P for K-5th for growth	Database reports will show students on track to growing at least one academic year.	On Target		
5		4-() Utilize Title 1 assistant and tutors to pull out students for reading interventions a minimum of 3 times a week.	80% of our students receiving intervention will demonstrate a year's growth.	On Target		
6		5-() Reading mentors through Read2Win and 100 by 25 volunteers	80% of our students receiving intervention will demonstrate a year's growth.	On Target		
7		6-() Instructional Coach provides on going support and professional development to teachers and students to improve student(o)6.3(wt)(o)6.35.2( )]TJ T* [(d)9.3(ev)-6(T)-0.6(i)3.2(tl)42Tc 0ft( )(d)3n982 >>BDC q 401.64 4004.6 112.919 48.6 re W n B -0.106 T				

	Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	64.00%	28.00%	11.00%	74.00%	40.00%	15.00%
Goal 2	65.00%	30.00%	11.00%	75.00%	40.00%	15.00%
Goal 3	38.00%	22.00%	1.00%	60.00%	40.00%	15.00%
Goal 4	52.00%	11.00%	1.00%	62.00%	40.00%	15.00%

	Title I Components	PBMAS	Alignment — Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &
1	2	SPED	Utilize All-In learning System to increase efficiency in gathering and	Admin, coaches, teachers	ongoing		SCE	$3,300.00	Closing Gaps
2	1,9	LEP	After school tutoring for below level students in reading, math, science and writing through Clayton.	Teachers	Weekly		Other		Closing Gaps
3	1,4		Provide pull-out planning days to develop Instructional planning calendars to ensure aligned instruction for grades K-5 in math and reading, grade 4 for writing, and grade 5 for science	Coaches, teachers, Admin	Ongoing		Title I	$11,000.00	

Principal: Julie Cortina   Leadership Director: Hilda Caballero

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

	Progress Monitoring (Target Element Systems)	MOY			EOY		
Focus SMART Goal (Target Element)		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Percent of students in grade 3-5 reading will improve perfomance targets as measured by STAAR by June 2019.						

	Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	FYZ YWfqcbg# YYXVUW ̌fŽ# Ł
1	All In Learning Trackers	Utilize All-In learning System to increase efficiency in gathering and monitoring progress data in grades 3-5	100% of Unit assessments will be tracked using All In Learning	On Target			
2	Attendance logs, lesson plans, and progress monitoring	Provide after school tutoring for below level students in reading, math, science and writing for 3rd to 5th grade students.	80% of students participating in tutoring will show 15% gain from 2017 STAAR.	On Target			
3	IPCs and Lesson Plans, Strive Walkthroughs	Instructional planning calendars developed ensure aligned instruction for grades 2-5 in math and reading, grade 4 for writing, and grade 5 for science	100% of lesson plans, IPCs, and walk-throughs will demonstrate alignment between lesson objective and DOL U H V X O W V £	On Target			
4	All In Learning Trackers	Bi-weekly quick checks and data meetings to track student performance	100% of Unit assessments will be tracked using All In Learning	On Target			
5	Strive Walk-throughs	Professional development designed to meet the needs of GT students will be provided X V H R I £ D X W K H Q W L F Z R U N	100% of classroom observations will indicate	On Target			
6	PLC Sign-ins	PLCs will be conducted weekly to reflect on student work, successes, struggles and a reteach plan.	100% of teachers will participate in weekly PLCs and improve their delivery of lessons.	On Target			

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Julie Cortina

Leadership Director: Hilda Caballero

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

	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
Focus SMART Goal (Target Element)	Attendance	94%			96%	-2.0%
					0%	
					0%	
					0%	

	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status
1	1-() Create Attendance Plan	Attendance plan	On Target		
2	2-() Identify students with chronic attendance	85% of students with chronic absences will increase attendance by 2%.	On Target		
3	3-() Send letters home to let parents know the students will be in an attendance cohort.	Engage Parents in conversations on student attendance.	On Target		
4	4-() Send letters home to promote attendance.	Attendance will increase by 1% or maintain during Nov. and Dec.	On Target		
5	5-() Provide incentives for students	Attendance will increase to 96%.	On Target		
6					
7					
8					
9					
10					
11					
12					
13					

14						
15						

Family/Community Engagement and Health Related

			Baseline (BOY)	to Target	by Deadline
	Goal 1		0%	50%	EOY
	Goal 2		0%	50%	EOY
	Goal 3 (Optional)				
	Goal 4 (Optional)				

		Alignment		
Title I Component	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible5 A0%	

18
19
20