

016-OD Wyatt HS

Mario Layne

Deborah Traylor

2018-19 Schoolwide Programs: Campus Improvement Plan

016-OD Wyatt HS

Principal: Mario Layne

Executive Director: Deborah Traylor

State Accountability Status

Improvement Required

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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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

Domain 1: Student Achievement	59
Domain 2: School Progress	65
Domain 3: Closing The Gaps	30

SBDM Members

Name	Role
Mario Layne	Campus Non-Tch Prof
Joshua Massie	Additional Appointed Rep
Bridgette Mathis	Teacher
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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: O. D. Wyatt High School

Principal: Mr. Mario Layne

Data Sources Used Make a selection for each by choosing from the drop down	Yes	Graduation	No	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	No	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 the priorities for the campus, including how federal and state program funds will be used?	
Demographics	1.	Asian students' discipline continues to be lower than other racial groups	1.	As our enrollment increases, so does the need for more support in literacy across the board (academic language development)	1.	Interventions needed to increase student's reading comprehension and fluency. Literacy strategies need to be implemented and monitored for implementation across the curriculum.
	2.	We have a diverse population of race and ethnic groups	2.	Special education population achievement continuing to lag in some areas	2.	Personnel to monitor LEP, Language Center and SPED groups. Design interventions, monitor implementation etc.
	3.	Our enrollment continues to increase each year with an almost 200 student increase in the last two years			3.	Opportunities to recognize our varied cultures so that all students feel included. Support clubs and organizations that include a variety of students.
						Opportunities for more student voice and allow students the chance to give feedback and ideas
Student Achievement	1.	Increases in benchmark scores by 12% in Algebra and 5% in biology from 2017 to 2018	1.	Still achievement gaps exist primarily with African American students in all subject areas and STAAR scores.	1.	Training needed for teachers on small group instruction to address performance gaps. Training for admin to generate strategies to address performance gaps.

	2. Upper classmen passing rates are higher than the year previous	2. Freshman students continue to struggle with expectations compared to other groups (attendance, passing rates, discipline rates)	2. The rigor in Tier 1 instruction needs to continue to improve across all subject areas. Training for teachers and admin to learn strategies to improve learning for all students at all levels and provide socioemotional support for at risk students.
	Increase d AP, Pre-AP and Dual credit enrollment. Spanish AP classes have high numbers of students with AP score of 3 or better	3. Our advanced performance scores are still low compared to the district and our cohort	3. Specific strategies to address the freshman college and career preparedness gaps and also high school preparedness gaps with activities such as transition camps.
	3. Social studies have only 8 students left to pass the staar exam		Use seniors with off periods to be placed in math and ELA classrooms as tutors
School Culture and Climate	1. Junior and senior discipline incidents are significantly lower compared to freshmen and sophomores	1. Review of district policies and procedures to design a tiered intervention system for all students to reduce all discipline incidents but specifically freshmen and sophomores	1. Training for staff to help create a different classroom and campus climate with a non-negotiable Tiered Intervention Plan. Personnel needed to support counseling team to allow time for restorative circles, interventions and classroom presentations.
	2. Implementation of student recognition activities such as awards assemblies, hallways displays, announced college scholarship recipients	2. African American Student discipline much higher than all other sub groups.	2. Social and emotional coaching plan for all students to help them learn, implement and reflect on appropriate responses to conflict. Additional Equity Training for Staff and skills to address minority student needs
		3. Students struggle to develop a clear vision for their future that can propel them forward	3. Building a college going culture through exposure to colleges and universities through tours, speakers, presenters etc. Planners and binders for students to be organized
			Develop a "Lunch Bunch" mentoring program for the students with the highest disciplinary issues in each grade level to develop relationships with a teacher and help students shift behaviors
Staff Quality/ Professional Development	1. Increased instructional support for core teachers with three instructional coaches	1. Building cross-curricular literacy continues to be a need	1. Training needed for small group instruction to address performance gaps and increase rigor.

	2. PLC structure encouraging increased reflective practice and student achievement	2. Increasing this use of rigorous and engaging strategies in classroom instruction along with scaffolding strategies through PD and consistent monitoring, feedback and reflection	2. System to monitor feedback and reflection process to ensure implementation of instructional best practices.
	3. Staff retention has improved each year		3. Continue teacher recognition programs to encourage positive mindsets and increase
Curriculum, Instruction, and Assessment	1. implementation of instructional coaching model for Math, ELA and Science which lead to student academic growth	1. Increasing this use of rigorous and engaging strategies in classroom instruction along with scaffolding strategies through PD and consistent monitoring, feedback and reflection	1. Implement systems for assessment, monitoring and feedback such as digi coach and instructional rounds as evidenced by at least 100 walkthroughs completed each six weeks.
	2. Use of a common assessment data tool for data reflection		2. Hire teacher for additional reading intervention at the 9th grade level
	3. Achieve 3000 use has led to increased Lexile levels for		3. Purchase instructional materials to support literacy and instruction in all subject areas.
Family and Community Involvement	1. Cohort 2020 attendance is up from the previous year (93.15 to 93.76)	1. Parental involvement and engagement continues to be low	1. Need for additional personnel to monitor subgroup attendance especially African American and special education. Support counselors to engage parents and support documentation
	2. PTA supports students with scholarships each year. TCC partnerships with Dual Credit. Fort Worth Children's Partnership support	2. Cohort attendance for other cohorts remain lower compared. Need parent support to help with attendance increases	2. Plan opportunities for families to be on campus for parents to be engaged such as family fun nights, culture nights etc.
	3. O.D. Wyatt Alumni very involved with the school and supports		3. Career Day to expose students to a variety of career opportunities. Utilize parents and alumni to present
School Context and Organization	1. Increase in teacher retention over previous years	1. more consistent and increased teacher and staff recognition and support	1. Timeline of recognitions for students and teachers to ensure consistency
	2. Dual Credit scholars implementation increased opportunities for students	2. Updated campus website more consistently to reflect campus goals	2. staff and student events to build camaraderie, pride and a positive school culture

	3. Implantation + enforcement of safety procedures i.e. IDs, drills	Student pride and engagement along with employee pride and engagement needs to increase	Develop a master calendar and share with the staff at the beginning of the school year
	4. Communication improved admin to staff	3. continue to develop multiple communication outlets such as school website, reminder apps etc	3. Parents should be taught how to use focus to check students' grades

		016-OD Wyatt HS							
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL	
	(Basic Allotment)								
	\$ 92,452	\$ 17,027	\$ 34,371	\$ 2,487	\$ 816	\$ 12,692	\$ 381,823	541,668	

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Mario Layne

Leadership Director: Deborah Traylor

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	35,000	0	34,371	0	0	0	45,000	\$ 114,371
Campus Needs - Student Achievement	8,000	0	0	0	0	12,692	236,635	\$ 257,327
Campus Needs	7,000	0	0	0	0	0	40,000	\$ 47,000
Parent/Family Engagement Health Related	0	0	0	0	0	0	66,463	\$ 66,463
TOTAL	\$ 50,000	\$ -	\$ 34,371	\$ -	\$ -	\$ 12,692	\$ 388,098	\$ 485,161
Allocations	92,452	17,027	34,371	2,487	816	12,692	381,823	541,668
Percent Budgeted	54%	0%	100%	0%	0%	100%	102%	90%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
		Amount					\$ 400,000.00	\$ 188,519.00
Allocations	Student Outcome							230,000
	Student Achievement							225,000
	Campus Needs							31,000
	Family/Health							6,494

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mario Layne

Student Outcome Goals Action Plan

Leadership Director: Deborah Traylor

Fort Worth ISD Student Outcome Goal Alignment	Goal:	3 College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.
	Progress Measures:	3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from 16% to 25% by 2019. 3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from 7% to 13% by 2019. 3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from 35% to 44% 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 graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from	16%	45%
	3.1 Percent of graduates meeting TSI standard in Reading and Math will increase from	5%	10%	EOY
	3.2 Percent of graduates who earn 12 or more college credit hours through dual credit courses will increase from	3%	10%	EOY
	NA			EOY
	3.3 Percent of graduates completing a CTE coherent sequence of courses will increase from	1%	10%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Purchase binders, planners and supplies for students to increase classroom preparedness, teach organization skills and good study habits	Mario Layne	July - October		Other	\$ 10,000.00	
2		Hire retired counselor to complete schedules and transcript audit to ensure students are enrolled in the correct sequencing towards Certification and graduation	Counselors	September		Local	\$ 5,000.00	
3		Meet with CTE department heads to discuss certifications that teachers can prepare seniors to take prior to the end of the school year	Mario Layne	September			\$ -	
4		Purchase preparatory materials for the certifications selected to get students ready to test by the end of the school year	Mario Layne	September-October		Other	\$ 10,000.00	
5		Purchase resources, technology etc for CTE teachers to increase rigor and student preparedness for certifications	Mario Layne	April		CTE	\$ 34,371.00	
6								
7		Develop college going culture by taking every grade level on at least one college tour	Principal, Family Engagement Specialist, Counselors, Go Center Personnel	October - December		Other	\$ 25,000.00	
8								

9		Purchase SAT and TSI prep materials for prep sessions	Principal, POC Coordinator	October - December		Other	\$ 10,000.00	
10		Implement Wyatt Early Collegiate High School (school within a school model) to increase dual credit opportunities for students beginning in the 9th grade	Dean of Students ECHS	July - June		Other	\$100,000	
11		Hire Dean of Students to oversee ECHS program recruitment, retention and student performance	Principal	July - August		Other	\$ 75,000.00	
12		Purchase resources for elective courses to increase AP performance and course completion towards graduation	Department Heads	July - December		Local	\$ 30,000.00	
13		Hire additional college and career readiness coach to help students develop action plans for their future, support college applications and FASFA completion	Principal	November		Title I	\$ 45,000.00	
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Mario Layne

Leadership Director: Deborah Traylor

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

Focus SMART Goal (Target Element Systems)	Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 16 to 45 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Graduates meeting TSI standard in Reading and Math				10%	
	Graduates who earn 12 or more college credit hours through dual credit courses				10%	
	Graduates completing a CTE coherent sequence of courses				10%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Mario Layne

Leadership Director: Deborah Traylor

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	The percentage of unduplicated count of students referred in FWISD cycle reports will decrease 50% from			2386	1193	EOY
	Goal 2	The percentage of unduplicated count of students with OSS in FWISD cycle reports will decrease 50% from			433	216	EOY
	Goal 3	The percentage of unduplicated count of students with ISS in FWISD cycle reports will decrease 50% from			686	343	EOY
	Goal 4	Average Daily Attendance rate as documented in FWISD cycle reports will increase from			92%	93%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Train all teachers on Review 360	Mr. Shepard	August	Faculty Mgt	Other	\$ -	
2								
3	1	Hire Communities In Schools (CIS) Social Worker to connect with 9th and 10th grade students with high disciplinary incidents	Principal	August	After Sch/ Vendor	Title I	\$ 40,000.00	
4	1	Implement social/emotional coaching through social studies and science courses each six weeks	Counselors, Adminstrators, SOS team	September - May	PLC	Title I	\$ -	
5	2	Recognize students each six weeks that embody the trait being taught	Principal, Instructional Coaches, Ms. Jackson and Dr. Jenkins	September - May	After Sch	Other	\$ 6,000.00	
6	2	Daily automated calls to parents when students are recorded absent to 1st period	Attendance clerks	September - June		Local	\$ -	
7	2	Utilize FWCP report and SOS team to target students with high attendance issues	SOS Team, Principal, Assistant Principals	September - June		Local	\$ -	
8		Host campuswide Induction Events for each grade level	Leadership Team	September - January		Local	\$ 2,000.00	
9		Implement "Lunch Bunch" mentoring program for high referral students	SOS Team	September - June				
10		Utilize after school tutorial bus to increase student participation	Instructional Team	September - May		Other	\$ 25,000.00	
11		Purschase rewards for students who improve their attedance over the six weeks	SOS Team, Principal, Assistant Principals	September - May		Local	\$ 5,000.00	

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Mario Layne

Leadership Director: Deborah Traylor

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
	The percentage of unduplicated count of students referred in FWISD cycle reports will decrease 50% from				119300%	
	The percentage of unduplicated count of students with OSS in FWISD cycle reports will decrease 50% from				21600%	
	The percentage of unduplicated count of students with ISS in FWISD cycle reports will decrease 50% from				34300%	
	Average Daily Attendance rate as documented in FWISD cycle reports will increase from				93%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+ / Δ)
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mario Layne

Campus Needs - Student Achievement Action Plan

Leadership Director: Deborah Traylor

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 (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	Increase the number of first time testers reaching approaches in ELA 1, ELA 2, Math, Science by 10% and Social Studies by 7%		41%, 48%, 79%, 74%, 88%					
Goal 2	Increase the number of first time testers reaching meets standards in ELA 1, ELA 2, Math, Science and Social Studies by 10%			25%, 29%, 43%,				
Goal 3	Increase the number of first time testers reaching masters grade level standards in ELA 1, ELA 2, Math, Science and Social Studies by 5%				2%, 2%, 12%, 7%,			
Goal 4	Decrease STAAR performance gaps between African American and Hispanic students to less than 5% in ELA, Math Science and Social Studies		9%, 16%, 10%, 13%, 10%	7%, 13%, 15%, 10%, 11%	1%, 1%, 7%, 7%, 7%			

Title I Components	PBMAS	Alignment		Expectations				Focus → Achievement &
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Hire substitutes for teacher planning sessions to develop Standard based objectives and aligned Daily and weekly common assessments (AOLs, DOLs) or plan rigorous lessons	Principal, Instructional Coaches, Ms. Jackson, Dr. Jenkins	September - May	PLC	Title I	\$ 4,000.00	Progress
2		Order intructional recources, supplies for teachers to design engaging and reserach based learning activities	Principal, Instructional Coaches, Ms. Jackson, Dr. Jenkins	September - October	PLC	Title I	\$ 24,825.00	Tchr/Staff Quality
3		Implement common formative assessments for all tested subject areas each 3 weeks to determine student progress	Principal, Instructional Coaches, Ms. Jackson, Dr. Jenkins	September - May	PLC	Title I	\$ -	Closing Gaps
4		Send teachers to AVID training to learn, implement and plan for instructional best practices during Tier 1 instruction	Principal, Instructional Coaches, Ms. Jackson, Dr. Jenkins	December - July	PLC	Title I	\$ 12,000.00	Tchr/Staff Quality
5		Host after school tutorial sessions for Algebra, Biology, Social Studies and ELA based on three week common assessments	Principal, Instructional Coaches, Ms. Jackson, Dr. Jenkins	September - May	PLC	Title I	\$ 10,000.00	Closing Gaps
6	SPED	Retain 2 Paraprofessionals to give interventions and support for special education students in core curriculum classrooms	Principal	July- August	Pull-Out	Title I	\$ 47,591.00	
7		utilize computer based system (digicoach) for instructional coaches to give feedback to teachers and to collect data on instructional best practice implementation	Principal, Instructional Team	September - May		Title I	\$ 3,000.00	
8	SPED	Purschase resources for Special Education teachers to scaffold instruction and support student learning	Principal	September - October		SPED	\$ 7,000.00	

9	SPED	Train Inclusion teachers to implement best instructional strategies consistently	Principal, Mr. Shepard	September - December		SPED	\$ 5,692.00	
10		Purchase scanners for common assessments to be entered into eduphoria	Principal	July- August		Local	\$ 1,000.00	
11		Hire and retain Instructional coaches for Math, Social Studies and ELA to coach teaches and improve Tier 1 Instruction	Principal	July- August		Other	\$ 225,000.00	
12		Hire Title 1 teacher for student intervention support	Principal	August		Title I	\$ 62,455.00	
13		Retain data analyst to support data disaggregation for intervention and instructional planning	Principal	August		Title I	\$ 68,764.00	
14		Purchase library books to increase student reading fluency, frequency and lexile reading levels	librarian	October		Title I	\$ 4,000.00	
15		Admin attend conferences and training to learn new systems for school wide improvement	Layne	October- February		Local	\$ 7,000.00	

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mario Layne

Campus Needs - Student Achievement Progress Monitoring

Leadership Director: Deborah Traylor

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Increase the number of first time testers reaching approaches in ELA 1, ELA 2, Math, Science by 10% and Social Studies by 7%						
	Increase the number of first time testers reaching meets standards in ELA 1, ELA 2, Math, Science and Social Studies by 10%						
	Increase the number of first time testers reaching masters grade level standards in ELA 1, ELA 2, Math, Science and Social Studies by 5%						
	Decrease STAAR performance gaps between African American and Hispanic students to less than 5% in ELA, Math Science and Social Studies						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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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: Mario Layne

Leadership Director: Deborah Traylor

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	Increase the number of parents involved in a campus based organization	0%	2%	
	Goal 2	Parent participation in two campus based events will increase from 5% to 10% of the campus enrollment	5%	10%	
	Goal 3 (Optional)	Percentage of students tested in the fitness gram will increase from	70%	95%	
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		Implement Parents on Patrol (POP) organization to utilize parent volunteers as campus monitors, librarian assistants, teacher support groups and student mentors, supplies and snacks	Parent Engagement Specialist	September - June		Other	\$ 6,494.00	FAMILY
2		Solicit parent volunteers for the POP organization via the open house and parent calls/emails	Parent Engagement Specialist, Mr. Shepard	September - June		Title I	\$ -	FAMILY
3		Utilize social studies and science courses to pull students to take the fitness gram	PE Teachers, Social Studies and Science Teachers, Athletic coordinators	November	Pull-Out	Local	\$ -	HEALTH
4		Hire Parent Engagement Specialist to support counseling team with parent communication and contact and Retain Napal parent liaison	Principal	July		Title I	\$66,463	FAMILY
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Mario Layne

Leadership Director: Deborah Traylor

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
	Increase the number of parents involved in a campus based organization				2%	
	Parent participation in two campus based events will increase from 5% to 10% of the campus enrollment				10%	
	Percentage of students tested in the fitness gram will increase from				95%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-Δ)
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