

157-Luella Merrett ES

Karelyn Roberts

Sonja Starr-Malone

2018-19 Schoolwide Programs: Campus Improvement Plan

157-Luella Merrett ES

Principal: Karelyn Roberts

Executive Director:

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

MISSION STATEMENT

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

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	67
Domain 2: School Progress	72
Domain 3: Closing The Gaps	69

SBDM Members

Name	Role
Karelyn Roberts	Campus Non-Tch Prof
Juan Hernandez	Campus Non-Tch Prof
Angelica Klas	Teacher
Elizabeth Moffatt	Campus Non-Tch Prof
Jaqueline Kerr	District-Level Staff
Michael Wright	Community Rep
Rick Riddle	Parent
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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: Luella Merrett Elementary School

Principal: Karelyn Roberts

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	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.	The average attendance rate is approximately 95%	1.	We continue to have frequent student tardies and early dismissals	1.	Increase student Lexile Levels
	2.	Breakfast in the classroom offered for all students	2.	Our economically disadvantaged population is approximately 80.5%.	2.	Provide differentiated professional learning opportunities (including PLCs) based on campus data
	3.	Our ELL population is approximately 51% and we offer DLE classes for all grade levels	3.	High interest library books in both English and Spanish	3.	Reduce the Achievement gap in science for our Hispanic and ELL students
Student Achievement	1.	Lexile levels increased in grades 2-5 as a result of consistent use of Achieve 3000.	1.	Maintain the focus on 2 lessons per week at 75% or higher. Monitor weekly and communicate progress to teachers.	4.	Increase parent awareness of the importance of daily on-time attendance and the impact it has on student achievement
	2.	Index Report comparison of 2016 and 2017: Index 1: 4 point increase Index 2: maintained above target score Index 3: 5 point increase Index 4: 3 point increase	2.	Students have gaps in their learning that need to be filled through small group instruction, tutoring and pull-out with the Title I teacher. Vertical planning is necessary for teachers to discuss key concepts students must know or typically struggle with.	5.	Increase parental involvement to positively impact student achievement.

	<p>3. STAAR science scores increased from 44% in 2016 to 56% in 2017.</p>	<p>3. STAAR science scores are significantly below the district average (70%) and the state average (79%). Students struggle with science vocabulary. STAAR scores on Science in 2017: Total passing= 56% Hispanic = 49% White = 86% LEP = 45% Our Hispanic and LEP students need support with vocabulary (in English) in all grades.</p>	
	<p>4. We have 2 SPED teachers and an assistant providing both Inclusion and Resource support for identified students.</p>	<p>4. SPED scores dropped significantly from previous year (double digit in most areas). SPED teachers and General Ed teachers need strategies to support SPED students in the classroom.</p>	
<p>School Culture and Climate</p>	<p>1. Collaboration opportunities for teachers are built into daily and monthly schedules : Grade Level Planning, Vertical Planning Collaboration</p>	<p>1. Teachers need opportunities to collaborate and support one another with instruction. Administrators will monitor PLCs and Vertical meetings to ensure effective collaboration takes place.</p>	
	<p>2. Staff wellness activities and teambuilding activities have contributed to a positive working environment for staff. These opportunities have occurred at staff meetings, waiver days and on various afternoons.</p>	<p>2. Opportunities for teachers to practice wellness and self-care. Structured teambuilding activities to foster a positive climate. Increase teacher attendance and job satisfaction which will impact student learning.</p>	
	<p>3. Student Discipline Events have decreased. This includes office referrals and suspensions.</p>	<p>3. Empower teachers and support them with handling discipline issues within their classrooms.</p>	

	4. Facebook was utilized during PD to facilitate collaboration and generate excitement. 5	4. Updated social media accounts and webpage for our school. 5.	4. 5
Staff Quality/ Professional Development	1. Waiver Day at Tarleton State University provided differentiated PD that was selected by teachers. Survey results were strongly positive.	1. Differentiated PD, led by teachers, that focuses on areas of need determined by data and teacher survey results.	1.
	2. PLCs held each week allowed teachers to watch lessons by their peers, dissect data, discuss instruction and collaborate.	2. Teacher initiated and lead PLCs that focus on data-driven instruction and research based instructional practices.	
Curriculum, Instruction, and Assessment	1. Increased access to technology for students. IGT donated 40 chromebooks and 3 carts for student use. Incorporated "10 minute tech" training sessions weekly for teachers to assist with effective utilization of the Chromebooks for instruction.	1. Meet district expectations for Achieve 3000 and Smarty Antz. Incorporate technology to enhance learning and increase rigor in the classroom.	1.
	2. Established system for uploading and reviewing teacher lesson plans on a weekly basis.	2. Lesson plans need to be simplified, written by teachers, and useful for instruction.	2.
	3. Established a system for monitoring teacher data including Achieve 3000, district benchmarks, MAP test data and other classroom data.	3. Opportunities for teachers to record and dissect their data and develop action plans for instruction. Utilize the Instructional Specialist to provide "bumper sticker data" and other data reports to admin on a weekly basis.	3.

Family and Community Involvement	1.	Multiple parent involvement events-Pastries with Parents, Student performances w/PTA mtgs, Field Day, Math/Sci. Night, Walk-a-thon, Movie Night, Picnic w/parents, Cowtown races	1.	Create a fun and inviting atmosphere where students and families feel valued.	1.	
	2.	Held "Parent Information Nights" focused on how to help your child in reading and math.	2.	Need more parents to attend.		
	3.	Work collaboratively with PTA to plan programs for students (Family Math and Science Night, Anti-Bullying Program, Movie Night).	3.	More parent volunteers needed, few bilingual parents join PTA	3.	
	4.	Developed "The Monthly Buzz" newsletter to communicate important information to parents each month.	4.	Communicate information to parents without sending a separate note for each item. (save paper and money)	4.	
	5.	Partnered with Tarleton State University, IGT, Southside Bank, Cendera Center and Agape Baptist Church to provide programs and items for students.	5.	Academic support for students and school supplies/school uniforms.	5.	
	6.	Teachers held conferences with every parent at the semester to discuss student progress	6.	Partner with parents to help students academically.	6.	
School Context and Organization	1.	Created a Leadership team and Admin team to assist with planning and decision making.	1.	System for collaborating with campus leaders, soliciting feedback and disseminating information.	1.	
	2.	Communication from admin-emails, Peek of the Week, Staff Mtgs., Karelyn's Corner	2.	Teacher input into master schedule/optional teacher participation in duties such as detention/homework club.	2.	

	3. Held weekly admin meetings to discuss upcoming events, relevant data, and coordinate support for teachers and students.	3. System for communicating with AP, Counselor, Instructional Specialist, Librarian and Secretary.	3.
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157-Luella Merrett ES								
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 34,946	\$ 6,396		\$ 1,720	\$ 574	\$ 2,938	\$ 143,038	189,612

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Karelyn Roberts

Leadership Director:

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	15,000	0	0	0	0	0	59,438	\$ 74,438
Campus Needs - Student Achievement	10,500	0	0	0	0	0	0	\$ 10,500
Campus Needs	17,500	0	0	0	0	0	82,600	\$ 100,100
Parent/Family Engagement Health Related	3,000	0	0	0	0	0	1,000	\$ 4,000
TOTAL	\$ 46,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 143,038	\$ 189,038
Allocations	34,946	6,396	-	1,720	574	2,938	143,038	189,612
Percent Budgeted	132%	0%	NA	0%	0%	0%	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: Karelyn Roberts

Leadership Director:

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	38%	50%
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	53%	65%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	14%	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	60%	70%	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		50%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Reading specialist provides small group targeted reading intervention focused on 1st grade, models for teachers and provides push-in support when needed- students' progress will be monitored by data graphs each 6 weeks	Petty	Aug-May		Title I	\$ 59,438.00	Closing Gaps
2	LEP	All Literacy teachers will provide small group guided reading instruction 4 times per week using books (including leveled readers) on and above students' reading levels. ELL students will read in both English and Spanish. Student progress will be monitored using Fountas and Pinnell reports	Admin, Petty, Instructional Specialist, Instructional Coach	Aug-May		Local	\$ 10,000.00	Progress
3		Monitor student progress using Smarty Ants - teachers update data spreadsheet each 6 weeks - students track their own progress using a visual tracker	Teachers, Admin	Aug-May		Local	\$ 2,500.00	Progress
4		Monitor student usage of Achieve 3000 weekly (students will complete at least 2 activities per week at 75% or higher) and share reports with teachers - sticker chart for each classroom - school wide incentive	Admin	Aug-May		Local	\$ 2,500.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Karelyn Roberts

Leadership Director:

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 students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 38 to 50 percent.	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				65%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading	75.0%	100.0%	100.0%	90%	10.0%
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading	42.0%	50.0%	75.0%	50%	25.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Achieve 3000 Reports	9-() Monitor student usage of Achieve 3000 weekly (students will complete at least 2 activities per week at 75% or higher) and share reports with teachers - sticker chart for each classroom - school wide incentive	Reports will indicate 100% students in grades 2-5 complete 2 articles per week at 75% mastery				
2 Teacher Data Spreadsheets	3-() Monitor student progress using Smarty Ants - teachers update data spreadsheet each 6 weeks - students track their own progress using a visual tracker	Teacher data spreadsheets will show that students in grades K-1 are progressing through Smarty Ants lessons				
3 Individual Student Data	1-() Reading specialist provides small group targeted reading intervention focused on 1st grade, models for teachers and provides push-in support when needed	Individual student data collected by intervention specialist will indicate students are progressing towards grade level proficiency				
4 Walkthrough Data	2-() All Literacy teachers will provide daily small group guided reading instruction using books (including leveled readers) on and above students' reading levels. ELL students will read in both English and Spanish.	Walkthrough data will indicate that SGGR is being used daily to differentiate instruction and students will increase their F+P reading levels				
5	1-(Closing Gaps) Reading specialist provides small group targeted reading intervention focused on 1st grade, models for teachers and provides push-in support when needed					
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Karelyn Roberts

Leadership Director:

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	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase from		72.00%	26.00%	10.00%	82.00%	50.00%	25.00%
Goal 2								
Goal 3								
Goal 4								

		Alignment	Expectations					Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	2,3,9,10	Teachers incorporate practice of fundamental skills using mountain math	Teachers, Admin	Aug-May		Local	\$ 2,000.00	Progress
2	2,3,9,10	Monitor MAP testing data BOY , MOY, EOY - input on spreadsheet and analyze data during PLC	Teachers, Admin	Sept, Jan & May		Local	\$ 2,000.00	Progress
3	1,2,3,9,10	Ensure all math teachers are using small group instruction daily to differentiate instruction and ensure each student makes progress that is evident in interim assessments, MAP assessment and benchmarks	Teachers, Admin	Aug-May		Local	\$ 5,000.00	Closing Gaps
4	2,3,9,10	Ensure all math teachers 1st-5th incorporate daily math fact practice to increase student fact fluency. Teachers monitor data and create systems for students to track their progress.	Teachers, Admin	Aug-May		Local	\$ 1,500.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Karelyn Roberts

Leadership Director:

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
Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase from		72.0%	26.0%	10.0%	82%	50%	25.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Walkthrough Data	Teachers incorporate practice of fundamental skills using mountain math	Walkthrough data will indicate that Mountain Math is being consistently utilized as a spiral review of fundamental math skills in all math classrooms K-5th				
2 Assessment Data	Monitor MAP testing data BOY , MOY, EOY - input on spreadsheet and analyze data during PLC	Map data will indicate that students are making progress in math				
3 Walkthrough Data	Ensure all math teachers are using small group instruction M-Th to differentiate instruction and ensure each student makes progress	Walkthrough data will indicate that all math teachers are utilizing small group instruction to differentiate, Assesment data will show students are making progress				
4 Fact Practice Data Displays or student data folders	Ensure all math teachers 1st-5th incorporate daily math fact practice to increase student fact fluency. Teachers monitor data and create systems for students to track their progress.	100% of math classrooms will have a system for students to track their math fact fluency				
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

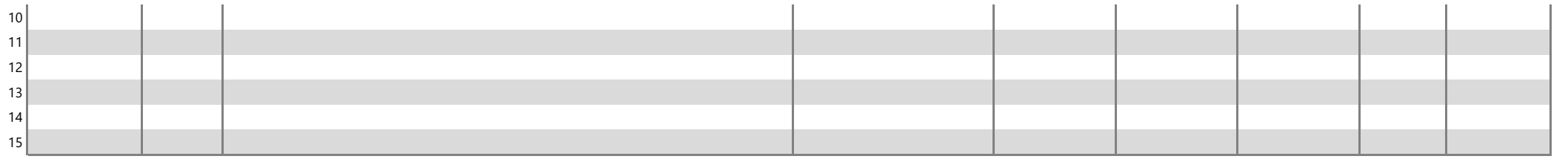
Principal: Karelyn Roberts

Leadership Director:

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	Student Progress - Percent of 4th and 5th grade students meeting expected or above growth in Math will increase from			59%	75%	EOY
	Goal 2	Student Progress - Percent of 4th and 5th grade students meeting expected or above growth in Reading will increase from			71%	80%	EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,3,4,5,6,9		Instructional Specialist, Beth Moffatt, will develop advanced lessons in conjunction with teachers and GT specialist and will lead small groups to differentiate for advanced learners- targeting 4th and 5th grade students	Moffatt, Flusche	Aug-May		Title I	\$ 82,600.00	Progress
		Monitor student progress using 3 week and interim assessments for reading and math- teachers input data into spreadsheet and analyze during PLC	Teachers, Admin	Aug - May		Local	\$ 2,000.00	Progress
1,2,3,4,5,8,9,10		Instructional Coach assists with planning, instructional delivery and provides coaching feedback for all teachersHavlik	Havlik	Aug-May	Faculty Mgt	Local	\$ 4,000.00	Tchr/Staff Quality
1,2,3,4,5,8,9,10		Weekly PLCs focused on instructional planning and data analysis- teachers complete IPCs for 2 week time periods using "We will...I will" lesson frame to ensure TEKS and assessment alignment (using Lead4Ward resources including the Field Guides, Scaffold Document, Academic Vocabulary)	Teachers, Admin	Aug-May	PLC	Local	\$ 5,000.00	Tchr/Staff Quality
1,2,3,4,5,8,9,10		Provide PD opportunities for teachers to support lesson planning, differentiation, instructional model alignment and technology integration	Admin	Aug-May	After Sch	Local	\$ 6,500.00	Tchr/Staff Quality



2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Karelyn Roberts

Leadership Director:

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
	Student Progress - Percent of 4th and 5th grade students meeting expected or above growth in Math will increase from	59.0%			75%	-16.0%
	Student Progress - Percent of 4th and 5th grade students meeting expected or above growth in Reading will increase from	71.0%			80%	-9.0%
					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 STAAR Progress - Index 2	Instructional Specialist, Beth Moffatt, will develop advanced lessons in conjunction with teachers and GT specialist and will lead small groups to differentiate for advanced learners- targeting 4th and 5th grade students	Mrs. Moffatt will create a schedule based on student data and will track progress using STAAR aligned assessments				
2 Assessment Data	Monitor student progress using 3 week and interim assessments for reading- teachers input data into spreadsheet and analyze during PLC	Assessment data will show that students are making progress towards their STAAR targets in grades 3-5. In grades K-2 student growth will be evident over time.				
3 Walkthrough Data	Instructional Coach assists with planning, instructional delivery and provides coaching feedback for all teachers	Walkthrough data will indicate that teachers who are working with our instructional coach are planning and executing high quality lessons that are aligned to grade level TEKS				

4	IPCs, PLC calendar	Weekly PLCs focused on instructional planning and data analysis- teachers complete IPCs for 2 week time periods using "We will...I will" lesson frame to ensure TEKS and assessment alignment (using Lead4Ward resources including the Field Guides, Scaffold Document, Academic Vocabulary)	IPCs will indicate that teachers are planning high-quality, TEKS aligned instruction and assessment				
5	PD Agendas, Walkthrough Data	Provide PD opportunities for teachers to support lesson planning, differentiation, instructional model alignment and technology integration	Walkthrough data will indicate that teachers are applying PD they have learned when planning and delivering high-quality instruction				
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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: Karelyn Roberts

Leadership Director:

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	Parent/family participation in at least 2 campus-based events will increase from	40%	60%	EOY
	Goal 2	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	85%	100%	EOY
	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	6	Create campus calendar in English and Spanish for parents to communicate important dates	Roberts	August		Title I	\$ 1,000.00	FAMILY
2	6	Maintain updated website containing important information for parents	Roberts, Hernandez	Aug-May				FAMILY
3	6	Utilize parent call-out system to invite parents to school events	Roberts, Hernandez	Aug-May		Local	\$ 1,000.00	FAMILY
4	6	Host 2 "Family Fun Night" events during the year - share Title I information, incorporate PTA meeting, allow teachers to share information with parents, have fun activities and food to attract families	Roberts	Sept & May		Local	\$ 2,000.00	FAMILY
5	10	Work with PE teacher to ensure all students take the Fitness Gram and report cards are sent	Roberts, Sandoval	Aug-May				HEALTH
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Karelyn Roberts

Leadership Director:

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
	Parent/family participation in at least 2 campus-based events will increase from	50.0%			60%	-10.0%
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	85.0%			100%	-15.0%
					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 Calendar sent home	Create campus calendar in English and Spanish for parents to communicate important dates	Calendar was created and sent home the first week of school	Completed			
2 Website	Maintain updated website containing important information for parents	Our school website will contain current and relevant information	On Target			
3 Call Out log	Utilize parent call-out system to invite parents to school events	Call outs will be created and sent to parents as school events arise.	On Target			
4 Family Fun Night Sign-In	Host 2 "Family Fun Night" events during the year - share Title I information, incorporate PTA meeting, allow teachers to share information with parents, have fun activities and food to attract families	Parents will attend school events designed to share information and build a positive climate and culture				
5 Fitness Gram reports	Work with PE teacher to ensure all students take the Fitness Gram and report cards are sent	100% of students will complete the Fitness gram and 100% of reports will be sent to parents				
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