

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 157 - Merrett ES, Luella

Principal: Roberts, Karelyn

Executive Director: Sonja Starr-Malone

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

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.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

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.

School Profile

Student Enrollment by Program

Attendance Rate: 96.2
Special Education: 6.2
Dual Language/ESL: 50.6
Gifted and Talented: 7.2

Career and Technology: 0
Percentage of at-risk students: 85.1
Percentage of English Language (EL) students: 52.8
Percentage of economically disadvantage students: 80.8

2019-2020 Campus Site-Based Committee

Name	Role
Karelyn Roberts	Principal
Elizabeth Moffatt	Campus Non-Teacher Professional
Jaqueline Kerr	District Level Staff
Angelica Klas	Teacher
Richard Starr	Teacher
Sheila Thomas	Teacher
Katy Hobbs	Teacher
Chantel Fontenot	Teacher
Royce Vick	Community Representative
Staci Hubenak	Business Representative
Phyllis Grear	Parent
Michael Wright	Community Representative
Abigail Ceron	Parent
Monica Mendoza	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Merrett ES, Luella. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 67	71 - Met Standard
Domain 2: School Progress 72	
Domain 3: Closing The Gaps 69	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 0	

Campus Assurances and Certification for the 2019-2020 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
- No Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

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.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Equity in balancing demographics in RP classes and intentionality in mixing RP and DLE.	1. Campus enrollment is dropping and a charter school is being built nearby. We need to recruit and retain families in our area.	1. 1. Enhance instructional practices that maximize student academic growth.
	2. Special programs offered to serve ESL, SPED, Dysl., 504	2. Chronic absenteeism, tardies and early dismissals can impact student progress.	2. 2. Reinforce data-driven decisions made on campus in order to address the achievement gap.
	3.	3. Our ED population is 95%.	3. 3. Educate parents and families of factors that affect student success.
	4.		4.
	5.		5.
	6.		6.
Student Achievement	1. Increase in reading levels due to implementation of LLI.	1. Our campus rating was 71. Need to focus on rigorous TEKS aligned instruction and instructional practices that maximize student growth.	8.
	2. Campus focus on data-driven TEKS based assessment contributing to student growth.	2. Students performing below grade level in reading and math from K-5.	9.
	3. Campus and District assessments including benchmarks are showing growth.	3. STAAR Writing achievement is below grade level for RP and DLE classrooms. Gaps in learning are evident.	10.
	4.		
	5.		
	6.		
School Culture and Climate	1. Collaboration opportunities are built into daily and monthly schedules: PLCs, Vertical Meetings.	1. Need social-emotional support for students PK-5.	
	2. High percentage of staff retention	2. Professional Development in restorative practices for teachers.	
	3.		
	4.		
	5.		
	6.		

Staff Quality/ Professional Development	1.	Yearlong calendar development with PD aligned to needs assessment and campus goals	1.	Vertical alignment of TEKS with appropriate grade level rigor
	2.	Weekly PLCs to address student data and instructional practices	2.	Campus wide expectations for grade level writing
	3.	Teacher-led staff development using teacher input	3.	Campus wide expectations for reading and math blocks.
	4.		4.	
	5.		5.	
	6.		6.	
Curriculum, Instruction, and Assessment	1.	Implemented LLI intervention for K-2nd which led to less tier 3 students.	1.	Low percentage of CCR students moving up to grade 3
	2.	Improvements to RTI Documentation and early Speech intervention	2.	Opportunities remain to enhance current small group guided reading and math practices and materials.
	3.		3.	Need a computer-based intervention program to support students and provide targeted data tracking.
	4.		4.	
	5.		5.	
	6.		6.	
Family and Community Involvement	1.	Increased number of parent involvement activities on campus	1.	Provide classes for parents on topics of interest (based on parent survey).
	2.	Systems for communicating with families including monthly calendar and newsletters.	2.	Participate in Home Visit Project to build relationships with families and bridge gaps between home and school.
	3.	Enhanced social media and website presence to connect with families and community	3.	Continue parent communication tools including monthly calendar, website, social media etc.
	4.		4.	
	5.		5.	
	6.		6.	

School Context and Organization

1.	FWAS Program provides a variety of after school options for 3-5 grades.	1.	Continue to enhance school to parent communication.
2.	Master Schedule contributes to maximized instructional time.	2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 157 - Merrett ES, Luella

Principal: Roberts, Karelyn

Executive Director: Sonja Starr-Malone

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	75.61	40.24	24.39	43	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Utilize data analysis protocol for instructional planning	Hold weekly PLCs and data meetings focused on TEKS alignment, backwards planning, data analysis and re-teach strategies. Instructional Specialist to support initiatives, analyze data, help guide data discussions and lead PLCs. Data collected from common assessments will be analyzed by the administrative team each 6 weeks.	Instructional Leadership	1/7/2020	Title I	76,270	On Target	
2 Title I	Students will complete two weekly Achieve lessons at 75% or higher on the first try.	Instructional specialist will share reports with teachers every 6 weeks (AP sends out). Create visual display in hallway to show Lexile growth (IS creates). Student goal setting and data tracking. Sticker charts for classrooms. School wide incentive. Purchase 2 Chome Carts to support Achieve and MAP fluency implementation.	Instructional Leadership	12/20/2019	Local (Basic Allotment)	10,000	On Target	
3 Title I	Effective daily SGGR 4 times per week.	All literacy teachers will provide SGGR 4 times per week using leveled readers, LLI, and/or Soluciones. Monitor implementation through walkthroughs and track reading progress for K-2 using Google Sheets.	Teacher(s)	5/29/2020	Local (Basic Allotment)	8,000	On Target	
4 Title I	Students will increase comprehension through provided reading resources and materials.	Targeted programs and resources will be used to support students reading comprehension. Targeted TEKS will be determined based on STAAR frequency and campus historical data. Progress on these identified TEKS will be tracked by our Instructional Specialist. Purchase of updated library books and materials including STAAR Master, Mentoring Minds, Measuring Up.	Instructional Leadership	12/20/2019	Title I	25,000	On Target	

5	Title I	Incorporate a daily 30 minute acceleration block including intensive LLI and Soluciones intervention for K-2nd grade.	Build Master schedule to include 30 minute acceleration block for K-2nd. Hire tutors to support LLI and Soluciones implementation and F+P progress monitoring. Monitor F+P levels for students involved in LLI/Soluciones groups every 5 weeks. Monitor the effectiveness of the acceleration block through walkthroughs.	Instructional Leadership	9/7/2019	Title I	20,000		
6	Title I	Student goal setting and data tracking	Students will track personal data for Interims, benchmarks, reading levels, AR, and Achieve. Students in 4h and 5th grade will track growth towards their STAAR target.	Teacher(s)	5/29/2020	Gifted & Talented	500	On Target	
7	SPED	Increase literacy levels, student engagement, and rigorous instruction for SPED students	Purchase appropriate and engaging materials to support and supplement the general curriculum for SPED students. Data for SPED students will be discussed at monthly SPED team meetings.	Instructional Leadership	5/29/2020	Special Education	1,941	On Target	
8									
9									
10									
11									
12									
13									
14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 157 - Merrett ES, Luella

Principal: Roberts, Karelyn

Executive Director: Sonja Starr-Malone

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Math will increase from	39	45

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Utilize data analysis protocol for instructional planning	Hold weekly PLCs and data meetings focused on TEKS alignment, backwards planning, data analysis and re-teach strategies. Instructional Specialist to support initiatives, analyze data, help guide data discussions and lead PLCs. Data collected from common assessments will be analyzed by the administrative team each 6 weeks.	Instructional Leadership	1/7/2020	Local (Basic Allotment)	10,000	On Target	
2 Title I	Student goal setting and data tracking	Students will track personal data for Interims, benchmarks, Fact Fluency, and MAP growth. Students in 4th and 5th grade will track growth towards their STAAR target.	Teacher(s)	5/29/2020	SCE	5,544	On Target	
3 SPED	Use Small Group Guided Math 4 times per week.	Ensure all math teachers are using small group instruction to differentiate and ensure progress for all students. Walkthroughs will be used to monitor implementation. Student data on common assessments will be tracked to show the impact of SGM on student achievement.	Instructional Leadership	11/1/2019	Local (Basic Allotment)	7,862	On Target	
4 Title I	Utilization of online and supplemental math materials	Targeted programs and resources will be used to support students mastery of math TEKS. Targeted TEKS will be determined based on STAAR frequency and campus historical data. Progress on these identified TEKS will be tracked by our Instructional Specialist. Utilization of Education Galaxy, Mountain Math, STAAR Master, STAAR Ready etc. Purchase 2 chrome carts to support implementation of MAP math and other online resources.	Instructional Leadership	5/29/2020	Title I	11,408	On Target	
5 LEP	Increase number sense, language development, student engagement, and rigorous instruction for LEP students	Purchase appropriate and engaging materials to support and supplement the general curriculum for LEP students. Monitor the progress of LEP students through Google Sheets.	Instructional Leadership	5/29/2020	Bilingual	1,632	On Target	

6	Title I	Targeted coaching with Region XI and differentiated PD for teachers	Provide professional development for administrative team using the coaching protocol through Region XI service center. Provide Region XI coaching for 4th and 5th grade teachers for 6 weeks. Continue to utilize coaching protocols with teachers throughout the year. Monitor teacher growth and student growth data. Provide PD for teachers based on individual needs.	Instructional Leadership	5/29/2020	Title I	31,750	On Target	
7									
8									
9									
10									
11									
12									
13									
14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 157 - Merrett ES, Luella

Principal: Roberts, Karelyn

Executive Director: Sonja Starr-Malone

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	25	50	EOY
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	50	40	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	100	100	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Increase the number of members joining the PTA	Recruit new members by sending home flyers in English and Spanish, Parent Ling messages, student class incentives and holding engaging PTA events. Parent survey will show an increase in parents feeling connected to our school and PTA.	External Stakeholder	11/2/2019	PTA/PTO		On Target	
2 Title I	Decrease the number of student discipline referrals	Restorative Practices 2 day training for all staff and implementation at the campus level. Positive phone calls and post cards. Student incentives. Cafeteria monitor to improve student behavior during lunch.	Instructional Leadership	5/29/2020	Title I		On Target	
3 Title I	Ensure all students in grades 3-5 participate in the Fitness Gram.	Monitor students being tested along with PE teacher to ensure 100% completed.	Teacher(s)	12/20/2019			On Target	
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:
Leadership Feedback:
EOY Status:
Principal Evidence:
Leadership Feedback:

