

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Sandifer, Delain

Campus Name: 157 - Merrett ES, Luella

Executive Director: Valencia Rhines

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 70

Special Education: 7.7

Dual Language/ESL: 47.9

Gifted and Talented: 5

Career and Technology: 0

Percentage of at-risk students: 74

Percentage of English Language (EL) students: 50

Percentage of economically disadvantage students: 94.9

2020-2021 Campus Site-Based Committee

Name	Role
Delain Sandifer	Principal
Elizabeth Moffatt	Campus Non-Teacher Professional
Charlece Thomas-James	District Level Staff
Brenda Balandran	Teacher
Andrea Sandoval	Teacher
Patricia Alvarez	Teacher
Deanna Rogers	Teacher
Royce Vick	Community Representative
Ann Pugliano	Community Representative
Staci Hubenak	Business Representative
Michael Mills	Business Representative
Miriam Garcia	Parent
Mindy Trevino	Parent
Nancy Gonzalez	Parent
Laura Guzman	Additional Representative Appointment

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 2021-2022, 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 72	76 - C
Domain 2: School Progress 80	
Domain 3: Closing The Gaps 68	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest 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.	<ol style="list-style-type: none"> 1. Enhance instructional practices that maximize student academic growth including tier 1 instruction and interventions 2. Reinforce data-driven decisions made on campus in order to address the achievement gaps of students. 3. Educate parents and families of factors that affect student success.
	2. Special programs offered to serve ESL, SPED, Dysl., 504 and RTI/MTSS students.	2. Chronic absenteeism, tardies and early dismissals can impact student progress.	
	3.	3. Our ED population is 95%.	
Student Achievement	1. Increase in reading levels due to implementation of LLI and Neuhaus in grades K-2.	<ol style="list-style-type: none"> 1. Our campus rating was 76. Need to focus on rigorous TEKS aligned instruction and instructional practices that maximize student growth for each student. Our campus focus needs to be on ensuring progress for each student (specifically Domain 2A and 3). 2. COVID-19 has prevented some students from accessing instruction and has contributed to instructional gaps for students. We need to address this with our campus-wide tier 1 instruction planning, intervention planning and hire a full-time intervention teac 3. Students are performing below grade level in reading and math K-5th. These students must grow more than a "year's growth" to close the achievement gaps. 	
	2. Campus focus on data-driven, TEKS aligned instruction contributing to student growth.		
	3. Campus and district assessments show growth		
School Culture and Climate	1. Collaboration opportunities are built into daily and monthly schedules: PLCs, Vertical Meetings. These opportunities are strategically designed to support student achievement and progress.	1. Need social-emotional support for students PK-5, especially following the COVID-19 shut down.	
	2. High percentage of staff retention	2. Continue professional development in restorative practices for teachers.	
	3.	3. Develop strategies to promote student attendance	
Staff Quality/ Professional Development	1. Year-long calendar with PD aligned to needs assessment and campus goals with the focus on developing teacher effectiveness and building capacity to meet student needs	1. Continue instructional coaching for teachers.	
	2. Weekly PLCs to analyze student data and instructional practices	2. Vertical alignment of TEKS with appropriate grade level rigor and PD aligned to using technology to enhance instruction.	
	3. Teacher-led staff development	3. Ongoing and continued support for campus-wide initiatives including LLI, Soluciones, TEKS alignment and DDI	
Curriculum, Instruction, and Assessment	1. Improvements to RTI/MTSS Documentation and early Speech intervention	1. Opportunities remain to enhance our current small group guided reading and math practices including purchasing necessary materials	
	2. Continued implementation of LLI intervention for K-2nd grade students	2. Need a computer-based intervention program to support students and provide targeted data tracking.	
	3. Implemented Neuhaus for tier 1 instruction in K and 1st grade	3. Need curriculum and resources that are tightly aligned to the content and rigor of the TEKS.	

Family and Community Involvement	1.	Increased number of parents engaging in campus activities (including online learning)	1.	Enhanced communication with families including frequent phone calls, use of social media etc.
	2.	Teachers frequently and systematically communicated with families to support during our online learning.	2.	Engage counselor in providing enrichment opportunities for families and the school community
	3.	Select teachers participated in the Home Visit Project to build relationships with families and bridge gaps between home and school.	3.	Provide classes for parents on topics of interest (based on parent survey)
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.	Flexibility in creating master schedules, use of personnel, use of technology, etc when planning for the upcoming school year.
	3.	Successfully organized a uniform approach to online learning including clear expectations for teachers (using Google Classroom)	3.	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 157 - Merrett ES, Luella

Principal: Sandifer, Delain

Executive Director: Valencia Rhines

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	--	34.00	--	47	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
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. data analyst 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, Data Analyst	1/29/2021	Title I	42,500		Data Analyst Collect data on a regular basis look for trends in the data to plan building goals, whole class lessons, share the results with students/families
2 Title I	Students reading levels will be tracked and monitored to assess progression toward reading goals.	Instructional leadership team will share reports analyze data and meet with teachers every 6 weeks. Create visual display of students reading levels. Literacy Night. Utilize student goal setting and data tracking. Sticker charts for classrooms. School wide incentive. Ascertain technology/devices to support MAP fluency implementation. Students instructional supplies data and records management. Family engagement supplies and resources.	Instructional Leadership	2/5/2021	Local (Basic Allotment)	15,000		Collect data on a regular basis look for trends in the data to plan building goals, whole class lessons, share the results with students/families
3 Title I	Students will increase comprehension through targeted reading support 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 Title 1 Teacher Purchase of updated library books and supplemental instructional supplies. Flocabulary Accelerated Reader PebbleGo	Instructional Leadership, Teacher(s)	1/29/2021	Title I	60,100		Communicate with classroom teachers about the instructional needs of students and tailor help based on test scores, observation, and grades.

4	Title I	Incorporate daily acceleration including intensive LLI and Soluciones intervention for K-2nd grade.	Provide tutoring 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 through walkthroughs. LLI Kits Soluciones Kits All in Learning	Instructional Leadership,Teacher(s)	10/26/2020	Title I	35,000		Title 1 Teachers Offer individualized learning experience. Support in class learning to improve academic performance
5	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. Students instructional supplies data and records management. Family engagement supplies and resources.	Instructional Leadership,Teacher(s)	5/28/2020	Special Education	1,380		Develop an instructional program to meet individual needs of students within the regular education classroom. Establish academic goals tailored to the students' needs.
6	Title I	Student goal setting and data tracking	Students will track personal data for Interims, benchmarks, reading levels, and AR. Students in 4h and 5th grade will track growth towards their STAAR target.	Teacher(s)	5/28/2021	Gifted & Talented	274		Collect data on a regular basis look for trends in the data to plan building goals, whole class lessons, share the results with students/families
7	LEP	Increase 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.	Teacher(s)	5/21/2021	Bilingual	753		Identify English proficiency levels. Provide linguistically accommodated instruction. Integrate the ELPS in all content areas
8	Title I	Increase the number of students reading on grade level	Review school literacy data, and goals. Prepare engaging literacy activities for families, secure resources to host Family Literacy Night.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	12/15/2020	Local (Basic Allotment)	3,000		Incorporate daily acceleration including intensive LLI and Soluciones intervention

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

BOY Status:

Principal Evidence: Literacy supports aided in the overall reading performance of students. The systems in place will continue to provide quality tier 1 reading instruction, small group interventions and level literacy. Our focus is to enhance instructional practices that maximize student academic growth, reinforce data-driven decisions made on campus in order to address the achievement gap.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 157 - Merrett ES, Luella

Principal: Sandifer, Delain

Executive Director: Valencia Rhines

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	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
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. data analyst 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, Data Analyst	6/1/2021	Title I	42,500		Data Analyst Collect data on a regular basis look for trends in the data to plan building goals, whole class lessons, share the results with students/families
2 Title I	Student goal setting and data tracking	Students will track personal data for assessments: benchmarks, Fact Fluency, and MAP growth. Students in 4th and 5th grade will track growth towards their STAAR target. Incentives, Student Trackers, Family Math/Science Night Students instructional supplies data and records management. Family engagement supplies and resources.	Teacher(s)	6/4/2021	SCE	5,076		Collect data on a regular basis look for trends in the data to plan building goals, whole class lessons, share the results with students/families
3 SPED	Use Small Group Guided Math 4 times per week.	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. Students instructional supplies data and records management. Family engagement supplies and resources.	Instructional Leadership, Teacher(s)	12/11/2020	Special Education	1,379		Offer individualized learning experience. Support in class learning to improve academic performance
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 teachers and admin. Ascertain technology to support implementation of MAP Growth and other online resources. Provide supplemental instructional supplies Students instructional supplies data and records management. Family engagement supplies and resources.	Instructional Leadership	12/17/2020	Title I	14,388		Engage every learner with content that supports core instruction, build background and re-teach foundational skills

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, Teacher(s)	5/21/2021	Bilingual	753	Identify English proficiency levels. Provide linguistically accommodated instruction. Integrate the ELPS in all content areas
---	-----	--	--	--------------------------------------	-----------	-----------	-----	---

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

BOY Status:

Principal Evidence: STAAR scores indicate achievement gaps exist in mathematics. Measures are need to eliminate the gap while also continuing to ensure the progress of each student. Interventions and supplemental resources are to help address deficits and accelerate instruction. Teacher professional development is needed to build teacher capacity to provide targeted intervention and high quality tier one instruction.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 157 - Merrett ES, Luella

Principal: Sandifer, Delain

Executive Director: Valencia Rhines

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	
	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	
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	100	100	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 LEP	Increase parent engagement and the number of members joining the PTA	Recruit new members by sending home flyers in English and Spanish, Parent Link 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	11/20/2020	Title I	3,000		Parents and school staff work together to support and improve the learning and development
2 Title I	Implement Positive Behavior Interventions and Supports to support campus expectations for order and safety	Establish expectations for behavior; Create displays to communicate expectations; provide incentives/awards Display and monitor safety measures throughout the building, provide PPE	Principal, Assistant Principal	11/6/2020	Local (Basic Allotment)	3,083		Establish, display, teach, and model expectations to maintain a safe and orderly environment.

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

BOY Status:

Principal Evidence: The overall climate of the campus is positive due to community involvement, staff and parental involvement. Focus to enhance instructional practices that maximize student academic growth, reinforce data-driven decisions made on campus in order to address the achievement gap, and educate parents and families of factors that affect student success. A strong push to continue PTA exist. Health of staff and students is paramount.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

